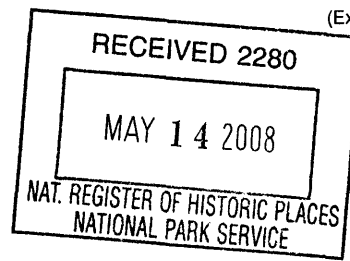


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National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

Historic name Oregon State University Historic District

Other names/site number _____

2. Location

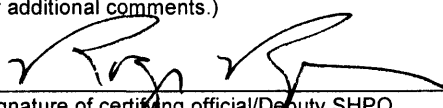
street & number Monroe and Orchard Avenues, 30th Street, Washington Way, Jefferson Avenue, and 11th Street not for publication

city of town Corvallis vicinity

State Oregon code OR county Benton code 003 zip code 97330

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)


Signature of certifying official/Deputy SHPO

5.8.08
Date

Oregon State Historic Preservation Office
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is:

Signature of the Keeper

Date of Action

entered in the National Register
 See continuation sheet

determined eligible for the National Register
 See continuation sheet

determined not eligible for the National Register

removed from the National Register

other (explain:)

5. Classification

Ownership of Property
(Check as many boxes as apply)

- private
- public - Local
- public - State
- public - Federal

Category of Property
(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Non-Contributing	
54	23	buildings
4		sites
1	1	structures
		objects
59	24	Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing)

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION: college

Current Functions
(Enter categories from instructions)

EDUCATION: college

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS:
Beaux Arts, Classical Revival, Italian Renaissance,
Spanish Colonial Revival
MODERN MOVEMENT:
International Style

Materials
(Enter categories from instructions)

foundation: CONCRETE; STONE
walls: WOOD; BRICK; STONE; STUCCO
roof: ASPHALT; TILE; WOOD
other: TERRA COTTA

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets)

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply)

Property is:

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

COMMUNITY PLANNING AND DEVELOPMENT

EDUCATION

ARCHITECTURE

Period of Significance

1888-1957

Significant Dates

1888

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

John V. Bennes

John Charles Olmsted

Frederick Law Olmsted, Jr.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets)

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: Oregon State University Archives

10. Geographical Data

Acreage of Property approx. 168 acres

UTM References

(Place additional UTM references on a continuation sheet)

1	<u>10</u>	<u>477323</u>	<u>4934789</u>	3	<u>10</u>	<u>478240</u>	<u>4934187</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>10</u>	<u>478693</u>	<u>4934631</u>	4	<u>10</u>	<u>477308</u>	<u>4934148</u>
	Zone	Easting	Northing		Zone	Easting	Northing

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title Peter R. Meijer, AIA, NCARB

organization Peter Meijer Architect, LLC date Dec. 2007; rev. April 2008

street & number 710 NE 21st Avenue, Suite 200 telephone (503) 517-0283

city or town Portland state Oregon zip code 97232

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps: A USGS map (7.5 or 15 minute series) indicating the property's location.
A Sketch map for historic districts and properties having large acreage or numerous resources.

Photographs: Representative **black and white photographs** of the property.

Additional items: (Check with the SHPO or FPO for any additional items)

Property Owner

name Oregon State University, Attn: Patty McIntosh

street & number 130 Oak Creek Buildings telephone (503) 737-0917

city or town Corvallis state Oregon zip code 97331

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, PO Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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DESCRIPTION

SUMMARY

The Oregon State University (OSU) Historic District is located on the main campus of Oregon State University in Corvallis, Oregon. The university campus lies west of the downtown commercial center of Corvallis on a slight rise known as "College Hill." The historic district itself is generally bounded by Monroe and Orchard Avenues on the north, 30th Street on the west, Washington Way and Jefferson Avenue on the south, and 11th Street on the east. There are a total of 83 resources within the district; 59 of them are considered contributing and 24 are considered non-contributing. The district reflects the development of the main university campus from its beginnings in the late 1880s through the post-World War II era (1888-1957).

NOTE: Buildings in Section 7 are called by their current names rather than historic names (unless they are the same) to avoid confusion about the names that have been used for more than one building over time. Buildings on the appended Site Map are referenced by their building numbers as assigned by OSU. To obtain a building's building number, see the attached property list.

GENERAL DESCRIPTION

The OSU Historic District encompasses several buildings and structures and a number of open spaces. There are expanses of lawns, extensive landscaping, and tree-lined streets and walkways. Most of the district is laid out on a north-south grid, although the original buildings at the east end of the district conform to original city plat grids oriented to the Willamette River, which sit at an angle to the north-south grid.

Buildings are mostly two, three, and four stories in height. Foundations are nearly all poured concrete; however, some are raised so that portions of the basement levels are above ground. The majority of buildings are brick, but only the oldest examples are brick bearing wall. Others are brick veneer with wood and/or steel framing. The brick is red and mortar is light gray. Only a few of the oldest buildings and a couple of the newer co-op houses are wood-framed with wood siding. Some older buildings have stone (granite and/or sandstone) foundations and walls, and there is at least one building where it is clad with stucco. Some buildings constructed after World War II are clad with newer materials, such as metal panels. Interior framing is generally wood and/or steel. Windows are primarily double-hung wood sash, often with multiple lights, but there are some examples of industrial metal sash and windows that operate on a pivotal opening. Roofing materials vary, but include, primarily, asphalt shingle and rolled built-up roofing materials.

Stylistically, the oldest buildings (those constructed before 1908) show styles that were popular during their time of construction. Those constructed between about 1909 and the mid-1940s show elements of a restrained classical approach with detailing limited primarily to entrance surrounds and cornices. Occasionally (as in the Memorial Union or Weatherford Hall) there is a higher degree of exterior ornamentation, but for the most part, buildings from this time period are fairly uniform in overall architecture. Ornamentation on these buildings is largely created from stone or terra cotta, although there appears to be an occasional example of concrete as ornamentation. Buildings constructed after the mid-1940s show a movement toward a more modernist

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approach as the college moved into a new era where the International Style (and its regional vernacular variations) was in favor.

RESOURCE GROUPINGS

The resources within the district can be divided into groupings. The first group includes most of the original campus buildings (those constructed between 1888 and 1902) located towards the east end of the district. These buildings include: Benton Hall, Benton Annex, Education Hall, Apperson Hall, and Gladys Valley Gymnastics Center.

The second group of resources is located directly west of the first group. Quadrangles were developed from recommendations from two early campus plans – the first completed by the Olmsted Brothers firm, and the second by A.D. Taylor. The Library Quad is surrounded by the Pharmacy Building along the east side, Milne Computer Center and Kidder Hall on the north side, and the Valley Library and Gladys Valley Gymnastics Center on the south side.

The third group of resources surrounds another quadrangle known as the Memorial Union Quad. These buildings include Gilkey and Strand Agricultural Halls located along the north and east side, Milam Hall directly north and the Memorial Union Building on the south side, and Gilmore Hall, the Women's Building, and Fairbanks Hall (and Fairbanks Annex) on the west.

The fourth group of resources is located in the northeast corner of the district and is known as the Engineering Triangle (a term first coined by A.D. Taylor). There are a number of buildings located within this wedge-shaped area and predominantly houses disciplines related to Engineering, Physics, and Chemistry. Buildings in this triangle include Apperson, Owen, Merryfield, Graf, Covell, Batcheller, Dearborn, Rogers, Gilbert (and Gilbert Addition), Gleeson, Weniger, Bexell, and Shepard Halls.

The agriculture and farm resource group is located at the northwest and southwest corners of the district. Buildings and structures included in the northwest corner are the greenhouses (east and west), Wiegand, Withycombe, Cordley, and Nash Halls, the Agriculture Life Science building, Hovland and Gilmore Halls, and Gilmore Annex. Buildings and structures in the southwest corner include Dryden Hall, the Veterinary Research Lab, and the Veterinary Dairy Barn. Of the west greenhouses located along the northwest boundary, only those that are historic are included in the historic district boundary. A non-historic ancillary building is abutted against the historic west greenhouses, but is not attached nor included in the historic district.

The sixth group of resources includes the dormitories. Dormitories (and former dormitories) are located along a general east-west axis through the center of the district, south of Jefferson Way. Buildings included in this group are Sackett, West, Hawley, Buxton, Cauthorn, Poling and Weatherford Halls, and Reed and Heckart Lodges (all on the west end of the district), and Waldo and Snell Halls. (Note: The Olmsted Brothers recommended that dormitories not be called "halls," but rather "houses" to distinguish them from academic buildings.) Ballard Extension Hall, further north of the Memorial Union Quad, was also used as a women's dorm. There are large open spaces within the district that are used for student intramural activities, which are

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located adjacent to the dormitories groups, such as Cauthorn, Buxton, Poling and Hawley Halls, and Sackett Hall.

Along the south side of the district are several athletics-related resources. Gill Coliseum is located at the southwest corner of Washington Way and 26th Street. Dixon Recreation Center and Goss Stadium (and Coleman Field) are located south of the district's center, and Langton Hall is located just north of Dixon. At the southeast corner of the district is a combination of utilitarian buildings and structures including McAlexander Fieldhouse, the Indoor Target Range, Physical Plant Heating Plant, and other campus maintenance operations buildings.

Several resources not specifically mentioned above on the north side of the district include the Oceanic and Atmospheric Sciences Administration Building, Plageman Student Health Center, Bates Family Study Center, and the Kelly Engineering Center. Two small houses front Monroe Street and house the Asian and Pacific Islander Cultural Center and the Black Cultural Center. Moreland Hall and the Native American Longhouse are located south of Memorial Union Building.

The final grouping of resources includes the open spaces and landscaping. There are four contributing and significant open spaces: the Library Quad, Memorial Union Quad, Lower Campus (all part of the first original land purchase), and the 30th Street Mall. Lower Campus is located at the east end of campus and is marked by a tree-lined walkway through a park-like area. The W.A. Jensen Memorial Gates (the entry pylons minus the gates) are located at the east end, as well. The Library and Memorial Union Quads are marked by a system of walkways through the quads' center. The areas nearer buildings have tree-lined walkways, shrubbery, and some flower beds. The 30th Street Mall has rows of trees planted in the boulevard strip as well as trees along the sides. Areas around buildings are generously landscaped with a variety of small trees, shrubbery, and flowers. Parking areas are provided in a variety of small lots within the district, but most campus parking is available outside the district.

Two other open spaces (fields) are located in the district and are used for athletics and physical activities. The district also includes substantial sidewalks and pedestrian ways. There are three main streets which cross the campus in an east/west direction: Campus Way, Jefferson Way, and Washington Way; and four main streets crossing campus in a north-south direction: 15th Street, 26th Street, 30th Street, and 35th Street.

PHYSICAL DEVELOPMENT OF THE OREGON STATE UNIVERSITY HISTORIC DISTRICT

Generally speaking, the university campus developed from the east to the west and south. The first building on campus, now called Benton Hall (originally called the Administration Building), was built in 1887-88, facing town, on the top of a slight rise known as "College Hill" west of the commercial center of Corvallis. The earliest development of campus buildings occurred near Benton Hall and included Mechanical Hall (built 1889, destroyed by fire in 1898), Alpha Hall (a dormitory built in 1889, moved off-campus in 1911 and eventually demolished), Benton Annex (originally called the Station Building, built in 1892, extant), the Horticulture Building (built in 1893; moved off-campus), the Gladys Valley Gymnastics Center (originally known as the Armory and Gymnasium, built in 1898, extant), Apperson Hall (originally called Mechanical Hall, built in 1899-1900, extant), and Education Hall (originally called Agricultural Hall, built in 1902, extant). All of these buildings

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were situated on campus in alignment with the layout of the original town plat, which oriented streets parallel to the Willamette River rather than on a north-south direction.

The earliest building on campus situated on the north-south axis was Fairbanks Hall (originally a dormitory called Cauthorn Hall and then Men's Hall, built in 1892, extant). Others soon followed, including Waldo Hall (constructed in 1907, extant), the north wing of Strand Agricultural Hall (originally known as the Agronomy Building, built 1909, extant), and McAlexander Field House (originally called Military Hall, built in 1910, extant). Merryfield Hall (originally designed as the Industrial Arts Building, built in 1907, extant) was built to fit both the original grid (parallel to Monroe Avenue) and the north-south grid, which created an L-shaped building. Shepard Hall (originally known as the YMCA and YWCA building, constructed in 1908, extant), conforms to the original grid and is parallel to Monroe Avenue. Almost all subsequent development, with the exceptions of Gilbert and Graf Halls, were built along the realigned north-south axis. Graf Hall is parallel to Monroe Avenue rather than on the north-south grid; Gilbert Hall was also built with two wings – the north wing parallel to Monroe Avenue and the south wing along the north-south grid.

Campus development during the remainder of the period of significance can best be broken into three periods: the Olmsted Brothers period (1909-1925), the first A.D. Taylor period (1926-1944), and the post-war A.D. Taylor period (1945-1957, although technically Taylor's second plan was in place until the campus plan was revised in 1964).

Olmsted Campus Plan, 1909-1925

Between 1909 and 1925, campus development followed the Olmsted Brothers' Plan. Olmsted had provided President William Jasper Kerr in 1909, a type-written sixty page report which described in detail the future development of university's campus. While the Olmsted firm did not provide any plans or drawings to accompany the report, a plan was drafted a year later in 1910 by landscape architecture professor Arthur Lee Peck. The drawing showed the creation of quadrangles and grouping of buildings. One important aspect of the plan was to develop architectural unity for the campus, which was primarily implemented by architect, John V. Bennes. Buildings constructed during this period include Merryfield Hall (1909), Strand Agricultural Hall (1909/1911/1913), the Indoor Target Range (1910), Batcheller Hall (1913), Gilkey Hall (1913), Milam Hall (1914), Gilmore Hall (1914), Kidder Hall (1917), Moreland Hall (1917), Hovland Hall (1919), Ballard Extension Hall (1921), Bexell Hall (1922), and the Heating Plant (1924).

A.D. Taylor Campus Plan, 1926-1944

A.D. Taylor implemented his first campus plan between 1926 and 1944, representing a continuation of the Olmsted plan with only minor revisions. Buildings constructed during the 1920s continued at a pace established in previous years, but the Great Depression and World War II would later bring new construction to a near halt. Buildings constructed during this period include the Women's Building (1926), Dryden Hall (1927), Weatherford Hall (1928), Memorial Union Building (1928), the East Greenhouse (1928/1930), Veterinary Dairy Barn (1930), Plageman Student Health Center (1936/1961), and Gilbert Hall (1939).

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The second Taylor plan was in place from 1945 to 1964. Due to careful implementation of the previous plans, most of the core of campus was already developed by this time and construction of new buildings occurred near the perimeters or within spaces that had been previously designated for certain buildings. The concept of grouping buildings of similar use was still applied, as new buildings for agriculture-related studies were built near the west end of campus, and dormitories were grouped together near the southwest edges of campus. Only in the area of architectural unity and harmony was there clear divergence from the Olmsted and first Taylor plans, which was due in large part to the loss of Bennes as the campus architect, and as the modernist International Style became popular with architects following World War II. Buildings constructed during this period include: the Native American Longhouse (1946), Gill Coliseum (1949), the West Greenhouses (1949-1957), Reed Lodge (1954), Cauthorn Hall (1957), and Poling Hall (1957).

A discussion about the development of campus would be incomplete without a brief word about the loss of historic buildings over time. As college campuses grow, the original use of buildings change and cannot be adapted for alternative uses, or its condition becomes such that they are no longer safe and must be removed. Such is the case at OSU where, as campus plans were implemented over the years, some buildings were demolished or relocated. The most notable example of this was the removal and then demolition of several early agriculture-related buildings (primarily barns) as the campus grew westward, necessitating the relocation of these functional buildings to the far west end of campus. The following is a partial list of buildings and structures lost on the OSU campus:

- Dairy Barn/Ag Utilities (built 1909, demolished 1989)
- Alpha Hall (moved 1911 and demolished in 1922)
- Weatherford Dining Hall (built 1957)
- Horticulture Building (built 1893, eventually moved off-campus)
- Incubator House (built 1908, eventually moved off-campus)
- Original greenhouses (built 1910; designed by Bennes)
- Foundry (built 1911, designed by Bennes)
- Stock Judging Pavilion (built 1912, designed by Bennes)
- Beef Barn (built 1914, designed by Bennes)
- Hog Barn & Feeding House (built 1916, designed by Bennes)
- Veterinary Clinic (built 1918, designed by Bennes)
- Horse Barn (built 1924, designed by Bennes)
- Sheep Barn (built 1930, designed by Bennes)
- Military barns and artillery sheds (built 1920, designed by Bennes)
- Band stand (built c. 1910s; demolished 1960s)
- Bell Field Stadium (built 1920)
- Auto Mechanics (built 1918; demolished late 1920s)

Even with the relocation and demolition of several buildings on campus, the historic district still remains an excellent example of university campus development in Oregon from the late nineteenth through the mid-twentieth century.

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STATEMENT OF SIGNIFICANCE

SUMMARY

The Oregon State University (OSU) Historic District, located on the main university campus in Corvallis, Oregon, is a well-preserved example of campus development in Oregon between 1888 and 1957. It is distinguished from other state-owned campuses in Oregon as the state's only land-grant institution and for its campus planning efforts and implementation. The district is being nominated to the National Register of Historic Places under Criterion A for its important association with education and community planning, and under Criterion C for its association with Oregon architect, John V. Bennes, who designed nearly 50 projects for the university between 1907 and 1942. Oregon State University is also significant for having been designated Oregon's only land-grant college in 1868, a designation it continues to carry today, and for its campus planning by the Olmsted Brothers (1909-1925) and A.D. Taylor (1925-1964). The period of significance begins 1888 with the date of completion of the oldest building extant on campus and ends in 1957 which corresponds with the National Register's fifty year mark. The level of significance is statewide.

BRIEF HISTORY OF EARLY CORVALLIS AND THE FOUNDING OF CORVALLIS COLLEGE

Oregon State University, as it is known today, is located on land once inhabited by the Kalapuya Indians. In 1845, Joseph C. Avery claimed 568 acres at the confluence of the Willamette and Mary's Rivers. Benton County was established in 1847 and Oregon became a territory of the United States in 1848. Following the passage of the 1850 Donation Land Claim Act, settlement in the area began to occur at a quickened pace. In February 1851, Avery platted the town of Marysville on his land along the Willamette River. In August 1851, William Dixon, another early settler, platted Dixon's Addition to the Town of Marysville. The town was then designated the county seat in 1851 and renamed Corvallis in 1853.¹

Corvallis grew quickly and included the development of various industries and agriculture, commercial enterprises, fraternal and social organizations, residential neighborhoods, churches, and schools. In 1851, the Territorial Legislature passed an act to provide for public buildings in the Territory of Oregon, and Marysville was selected as the location for a university. In 1853, a second act was passed appointing a Board of Commissioners to select the site for the university and to oversee its construction. When Corvallis was designated as the Territorial Capitol in 1855, the site of the proposed university was relocated to Jacksonville in southern Oregon.²

Corvallis was incorporated in January 1857, and in 1858, a group of Corvallis residents, acting as trustees, established Corvallis College, and constructed a two-story building in 1859 on 5th Street between Madison and Monroe Avenues, the same year Oregon was granted statehood. Corvallis College was originally chartered as a non-sectarian school, but its status changed when a lien was placed on the building by a carpenter who had not been paid for his work. The building was later purchased at a sheriff's sale in 1860 by Rev. Orceneth Fisher, acting as an agent of the Methodist Episcopal Church South, and Corvallis College came under the

¹ Mary Kathryn Gallagher, Historic Context Statement: City of Corvallis, Oregon (City of Corvallis Planning document, 1993), 21.

² Ibid, 43-43.

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jurisdiction of the church. The college had only elementary and preparatory departments until 1865 with the addition of college-level studies.³

LAND-GRANT COLLEGE LEGISLATION AND THE DESIGNATION OF OREGON'S LAND-GRANT COLLEGE

Prior to the early nineteenth century, both private and public American colleges and universities served primarily the leisure classes, government leaders, and members of the professions, offering chiefly classical and professional curricula.⁴ During the half-century prior to the Civil War, however, the importance of science was gaining recognition, the industrial economy was emerging, new transportation systems were being built, and settlement was spreading westward. This resulted in an increasing number of farms, a growing competitiveness for farm markets, and the introduction of new farming practices and agricultural science. Although there were some instances where colleges and universities offered alternatives to the classics, however, scientific, agricultural, and industrial education was not widely available.⁵ A movement to provide a "greater democracy in education" was launched and called for the creation of a "practical" education for working-class families which emphasized classes in agriculture and mechanical arts.⁶

This cause was championed by Justin Morrill, a Congressional representative from Vermont who took office in December 1855. In February 1856, he offered a resolution asking the Committee on Agriculture to establish "one or more national agricultural schools" where one student from each Congressional district and two from each state at large would "receive a scientific and practical education at the public expense."⁷ The committee, however, refused to receive the resolution and no action toward establishing these colleges was taken.

In December 1857, Morrill introduced the Bill Granting Lands for Agricultural Colleges. The sale of public lands, "land that should be considered a common fund for the use and benefit of all," would finance these colleges. Morrill moved to refer the bill to the Committee on Agriculture, of which he was now a member. The bill was instead sent to the Committee on Public Lands where the majority recommended rejection. After some political maneuvering, the House finally passed the bill 105 votes to 100 in April 1858.⁸ The Senate, however, delayed a vote on the bill until the following session, but ultimately approving it in February 1859, with minor amendments. The amendments were approved by the House and the bill was sent to President James Buchanan. He vetoed the bill.⁹

By the time Abraham Lincoln was elected President in 1860, the "College Land Bill" had gained support throughout much of America. In December 1861, Morrill introduced a revised version of his earlier bill under

³ Ibid, 43.

⁴ National Association of State Universities and Land-Grant Colleges (NASULGC), *The Land-Grant Tradition* (Washington, DC: NASULGC Public Affairs, 1995), 5.

⁵ Roger L. Williams, *The Origins of Federal Support for Higher Education* (University Park, PA: The Pennsylvania State University Press, 1991), 11, 22-34.

⁶ Coy F. Cross, II, *Justin Smith Morrill, Father of the Land-Grant College* (East Lansing, MI: Michigan State University Press, 1999), 78.

⁷ Ibid, 79.

⁸ Ibid, 79-82.

⁹ Ibid, 83.

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which colleges' curricula would include agriculture, mechanical arts, and military tactics (a provision inspired by the Civil War). Land allotment was increased from twenty to thirty thousand acres for each representative and senator. The bill was sent to the Committee on Public Lands and after a delay of almost six months, the committee again recommended rejection. During this delay, however, a version of the bill was introduced in the Senate by a friend of Morrill's, Senator Ben Wade. The Senate version offered an amendment "limiting the land claimed in any one state to one million acres." The bill passed the Senate in June 1862, by a vote of 32 to 7. When the Senate bill arrived at the House for approval, attempts to delay or amend it failed, and it was passed with a vote of 90 to 25. The "College Land Bill" was signed into law as the Land-Grant College Act (also known as the Morrill Act of 1862) by President Lincoln on July 2, 1862.¹⁰

Under the act, each state received 30,000 acres of public land (or its equivalent in scrip in those states that had no public lands) for each of its representatives and senators in Congress (up to a total of one million acres). The lands or scrip was to be sold and the proceeds were to be used to create a "perpetual fund" by investing the monies in "safe stocks yielding not less than five per centum" and the fund's capital would "remain forever undiminished." The income from the investments then would pay for "the endowment, support, and maintenance of at least one college" in each state.¹¹

Although some states quickly accepted the conditions of the Land-Grant College Act and moved to create colleges, progress was slow initially. This was due in part to the Civil War, rather than education, but also partially due to the flood of federal lands that simultaneously came on the market when the Homestead Act had been signed by Lincoln on the same day as the Land-Grant College Act, giving settlers 160 acres of public land. Veterans of the Mexican War and various skirmishes against Native Americans also had received warrants for over 61 million acres. Additionally, a bill that gave large tracts of land to Union Pacific and Central Pacific Railroads for the transcontinental railroad was signed by Lincoln the day before the Homestead and the Land-Grant College Act.¹²

The provisions of the Land-Grant College Act were "irrevocably adopted" by the Oregon Legislature in October in 1862, although no action was taken toward actual construction of such a college at that time. In 1868, the Oregon Legislature, faced with a choice of having to establish an agricultural college or lose the funds made available under the act, designated Corvallis College as the Agricultural College for the State of Oregon. Although the college was still owned and operated by the Methodist Episcopal Church, the state made arrangements to use the building and teachers, an understanding that lasted two decades.¹³

Although October 27, 1868 is considered Oregon State University's charter day, the permanent placement of Oregon's agricultural college in Corvallis did not occur until 1870 when the Oregon Legislature passed an act to do so. In 1871, nearly thirty-five acres of farmland west of Corvallis was purchased by citizens of Benton County for the establishment of the experimental farm as required by the provisions of the Morrill Act.¹⁴ This land became the site of today's OSU campus and was known as "College Hill."

¹⁰ Ibid, 83-84.

¹¹ Ibid, 84.

¹² Ibid, 85.

¹³ Gallagher, 43.

¹⁴ Ibid.

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Oregon State University went through several name changes during its early existence. In 1872, OSU was known as Corvallis State Agricultural College; in 1879 it became Corvallis College and State Agricultural College; in 1881 it was called Corvallis Agricultural College; by 1883 it had become known as Oregon State Agricultural College; and in 1886, it was called the State Agricultural College of Oregon.¹⁵

On March 2, 1887, President Grover Cleveland signed into law the Hatch Act of 1887, which authorized federal funds to states that established agricultural research and experiment stations in connection with the land-grant colleges. The act served to legitimize agricultural science as “an intrinsic part of the entire agricultural enterprise and helped to establish scientists as the source of knowledge and the engine of agricultural productivity.”¹⁶

On August 8, 1887, the cornerstone was laid for a three-story brick building on “College Hill” in Corvallis. The construction, which cost \$25,000, was financed by the citizens of Corvallis and Benton County and the building was given as a gift to the state. The building, known as the Administration Building (extant, now called Benton Hall), was completed in 1888. By 1889, the State Agricultural College of Oregon had successfully relocated from the 5th Street building to the new campus on College Hill.¹⁷

In 1890, the Second Morrill Act was passed by Congress, providing further funding for states’ land-grant colleges. In short, the act provided annual appropriations for “instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural and economic science . . . and to the facilities for such instruction.”¹⁸ In addition, the Second Morrill Act provided for the creation or designation of land-grant colleges for African Americans and introduced measures of federal control and institutional accountability. This new federal funding provided not only for states’ ability to expand their curriculums and construct new buildings, but also to hire new faculty, and was generally met with improved funding by state legislatures. The act has been credited with providing the stimulus that secured land-grant colleges’ permanence in the United States.¹⁹

Growth of the Oregon State University Campus

During the 1890s, the campus of the new State Agricultural College of Oregon grew. In 1889, more buildings were constructed, including Alpha Hall (moved in 1911, razed 1922), a women’s dormitory constructed west of the new Administration Building, and Mechanical Hall (destroyed by fire in 1898), built on the north side of campus. The Men’s Hall (first called Cauthorn, now known as Fairbanks) was built in 1891-92 at what was then the west end of campus. The building that housed the agricultural experiment station, known as the Station Building (now called Benton Annex/Women’s Center) was constructed in 1892, just west of the Administration Building. The original Horticulture Building (now located off-campus) was constructed in 1893. In 1898, the Armory and Gymnasium (now Gladys Valley Gymnastics Center) was built south of the Station Building, and

¹⁵ OSU Archives website (<http://osulibrary.oregonstate.edu/archives/chronology>), accessed 3/15/2006.

¹⁶ Williams, 115.

¹⁷ OSU Archives website (<http://osulibrary.oregonstate.edu/archives/chronology>), accessed 3/15/2006.

¹⁸ Williams, 126.

¹⁹ *Ibid.*

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the parade grounds for military drills were located on the campus meadow (Lower Campus), east of the original buildings. The original Heating Plant was built in 1899, the same year that construction began on the new Mechanical Hall (now called Apperson Hall), which was completed in 1900.

The turn of the century brought additional construction to campus, which had grown to about 40 acres, with an additional 140 acres used for farming. Agricultural Hall (now called Education Hall) was built south of the Administration Building in 1902, and a dairy barn (demolished in 1989) was built between 1905 and 1907 near what was then the northeast corner of campus. In 1906-07, a new women's dormitory, Waldo Hall, was built on the south side of the campus, and a baseball field (Coleman Field), was developed just southeast of Waldo Hall.

In the spring of 1907, William Jasper Kerr assumed the presidency of the college. Kerr's vision for the college was to make it one of the leading land-grant institutions in the American West. Toward this end, he began a campaign of campus expansion that resulted in the growth in student numbers, expansion of academic and research programs, and the construction of several campus buildings.

Shortly after his arrival, Kerr hired John Virginus Bennes, a Midwest architect from Portland, to design the new Industrial Arts Complex. This began a long association between the college and Bennes, who designed more than 30 buildings (and projects) for campus between 1907 and 1942. The buildings were almost all constructed during Kerr's presidential tenure. Two years after his arrival, Kerr secured the services of the Olmsted Brothers firm who would lay the foundation for campus planning and development, a decision that would have a lasting impact on OSU's campus development.

BRIEF HISTORY OF CAMPUS PLANNING IN AMERICA

Campus planning in America has a long and interesting history. American higher education reflects patterns and ideals derived from European precedents, but campuses of colleges and universities in the United States have developed in distinctively American ways.

Education was important to the settlers of the English colonies in America, especially those in the northern colonies. As early as 1636, only six years after the founding of the Massachusetts Bay Colony, a decision was made to establish a college and locate it at Newtowne (which was renamed Cambridge shortly thereafter). When John Harvard died in 1638, he left half of his estate and his library to the new school, which was named in his honor. Harvard was designed along the lines of the English collegiate system, where students would "eat, sleep, study, worship, and play together in a tight community."²⁰ The first building at Harvard was a three-story, "E"-shaped building housing all of the college's functions, except the president's quarters. This form represented architectural experimentation, as it did not follow any precedent from European colleges. The following stage in Harvard's growth also deviated from English and other European colleges, and established a pattern for American colleges that followed. Rather than linking buildings together to form enclosed quadrangles, as the European precedent would have, Harvard chose to create a campus of separate buildings set in an open landscape. The physical layout, therefore, was the result of conscious and long-range planning.

²⁰ Paul Venable Turner, *Campus: An American Planning Tradition* (Cambridge, MA: The MIT Press, 1984), 23.

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Eventually, as more buildings were added, the layout resembled the English collegiate quadrangle, with concentrations of buildings around courtyards, but the buildings retained their separateness and the orientation was outward toward public views, rather than inward toward courtyards.²¹

By the American Revolution, there was nine degree-granting colleges in the American colonies. In addition to Harvard, there was also the College of William and Mary (Virginia, 1693); Yale (Connecticut, 1701); the College of New Jersey (later called Princeton, 1746); King's College (later called Columbia; New York, 1754); the College of Philadelphia (later the University of Pennsylvania, 1755); the College of Rhode Island (later Brown, 1765); Queen's College (later Rutgers; New Jersey, 1766); and Dartmouth College (New Hampshire, 1769). The location of colleges throughout the colonies established a pattern that characterized American higher education – separate colleges widely dispersed that responded to different local needs rather than several colleges centralized in one or two universities as done in England.²² Incidentally, it was at Princeton where the term “campus” was first coined, probably around 1770, to describe the school's grounds. Prior to this, the terms “yard” or “grounds” was used to denote the land on which colleges were built.²³

Following the American Revolution, the number of colleges in the United States grew steadily, more than doubling by 1790 to about 20, and then more than doubling again to about 45 by the mid-1820s (counting only those schools that still operate today). Not only were colleges located in the colonial states, but many were established in newer regions of America.²⁴ With the desire to create colleges that reflected the ambitious goals of the new American nation, the design of campuses and buildings increasingly was given over to architects who produced plans that were increasingly sophisticated and unified in character.

Among these architects, professional and amateur, were Benjamin Henry Latrobe, Joseph-Jacques Ramee, and Thomas Jefferson. Although the overall designs created by each varied somewhat in layout, there were similarities as well. First, each was symmetrically laid out from a central focal point at one end, with an open courtyard or green in the center. Secondly, the primary functions of the college were located in central buildings, with secondary functions in adjacent buildings. Tertiary functions were located in buildings and grounds beyond. Third, contrary to earlier American college design, buildings were often connected by colonnaded walkways, which provided a more uniform appearance. And finally, the entire campus layout was planned from the beginning, even if only a building or two would be constructed.²⁵

A competition for the design of Girard College in Philadelphia in 1832 launched the career of Thomas U. Walter as a new breed of architect specializing in the design of colleges. His (revised) design for Girard was implemented between 1833 and 1848. In 1848, he designed an imposing building for the University at Lewisburg (now Bucknell University) in Pennsylvania, which was one of the largest buildings in the United States when it was built in the 1850s. Other collegiate architects were William Tinsley, who designed colleges

²¹ Ibid, 25-27.

²² Ibid, 17.

²³ Ibid, 47.

²⁴ Ibid, 53.

²⁵ Ibid, 62-87.

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in Ohio, Illinois, Indiana, Iowa, and Wisconsin, and G.P. Randall, who published a book of designs devoted in part to collegiate buildings.²⁶

It was, however, Alexander Jackson Davis, an unsuccessful entrant in the Girard competition, who emerged as the leading college architecture and campus planner during the mid-nineteenth century. His attention was focused first on creating standard plan types appropriate to specific kinds of institutions. For example, urban schools, being more restricted in their sites, required compact rectangular plans that fit city blocks, while rural schools, which usually included more expansive open space, allowed for plans that were more open. Davis's designs often reflected his personal preference for Gothic architecture, in particular a variation he referred to as "Collegiate Gothic." He also introduced the use of enclosed quadrangles on American campuses, although few were actually constructed, as Americans continued to favor the patterns of open-campus planning. Among his designs were the University of Michigan (Ann Arbor), New York University (New York City), Bristol College (Pennsylvania), Davidson College (North Carolina), and Virginia Military Institute (Virginia).²⁷ In 1849, Davis began a collaborative design effort with landscape architect Andrew Jackson Downing to produce a design for the newly established New York Agricultural College. Although the design was never executed, the introduction of landscape architecture into the design process was a sign of a significant change in campus planning.²⁸

With the passage of the Land-Grant College Act in 1862 came a new ideal in education. Land-grant colleges would provide a practical education for all social classes, rather than focus on the traditional classics and professional education. Although there was agreement on funding colleges for agricultural and mechanical education, there was no consensus on the "appropriate" physical setting for this new type of college. The concept of a campus for the American "people's college" came from Frederick Law Olmsted, a nationally known and highly respected landscape architect who was involved in the design of at least twenty schools between the 1860s and the 1890s, several of which were land grant institutions.

Frederick Law Olmsted

Olmsted was born in Hartford in 1822. In his youth, he began to question the traditional collegiate system and sought alternatives. He attended Yale briefly but was disappointed with the restrictions and narrowness of classical education. In 1850, Olmsted traveled through England studying public urban parks in several cities, as well as experiments in higher education for the laboring classes. Among his friends was landscape architect Andrew Jackson Downing, who published Olmsted's observations of England in his magazine *The Horticulturalist*. Having collaborated with A.J. Davis on the design of the New York Agricultural College, Downing had himself already published an article on agricultural education. Olmsted's interest in public parks and education shared common themes, "a democratic idealism and a commitment to the welfare of the working classes, but also a belief that American society had to be 'civilized' if democracy was to succeed."²⁹

²⁶ Ibid, 124.

²⁷ Ibid, 124-125.

²⁸ Ibid, 131.

²⁹ Ibid, 140-141.

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Two years after the passage of the Land-Grant College Act, Olmsted was hired by the College of California to survey its new site and propose a design for the campus. Although the college, which was soon named Berkeley, was a traditional private college (later converted to a public university), Olmsted developed several ideas that he applied to the design of land-grant colleges as well. His design was based on the belief that a college should be planned as a “domestically scaled suburban community, in a park-like setting [which] would instill in its students civilized and enlightened values.”³⁰

In 1866, Olmsted received his first commission for a land-grant school, the new Massachusetts Agricultural College (now the University of Massachusetts, Amherst). He advocated for an informal plan for the rural site outside Amherst, which included four relatively small buildings for academics and a series of small dormitories accommodating no more than 30 students each in a house-like setting as well as a “village common” to serve as the military drill grounds. His proposal was promptly rejected by the college trustees, who wanted one large building with landscaped grounds. Olmsted’s report on his plan for the Massachusetts Agricultural College was published in *The Nation* and apparently attracted the attention of other land-grant institutions. By the end of 1867, he had been asked to advise on planning for Maine Agricultural College (later the University of Maine, Orono), the National Deaf-Mute Institute in Washington (later Gallaudet College), Pennsylvania Agricultural College (later known as Penn State Agricultural College), Hampton Institute in Virginia (later Hampton University), and Cornell University, and had been offered the presidency of the Iowa State College of Agriculture and Mechanic Arts (later Iowa State University).³¹

Olmsted’s influence on the design and development of land-grant colleges was significant. Many early Land Grant campuses were built as informal groups of buildings in park-like settings. Not only was the informal plan seen as a way to accommodate future needs of an institution whose character was not yet fully defined, but it was embraced as an appropriate expression of modest rural values. It provided a “tangible symbol for the new liberal and democratic ideals of education.”³²

From 1886 to 1888, Olmsted was involved in the planning of Stanford University in California. Established in the memory of Leland Stanford, Jr., who died in 1884, the university was funded by Leland Stanford, Sr., and his wife, Jane. Stanford (senior), one of the wealthiest men in America, was the president of Central Pacific Railroad, an ex-governor of California, and a U.S. senator at the time. Charles A. Coolidge of Boston was chosen to design the buildings for the campus. At Stanford’s insistence, the campus was designed with monumental formality rather than Olmsted’s preference for the informal. The campus design foreshadowed the coming era of formalism, an approach to campus planning that gained wide favor after the Columbian Exposition in Chicago in 1893.³³

Stylistically, early campus architecture went through various periods of favor. The first styles, in the late eighteenth and early nineteenth centuries, were formal, such as Georgian, Federal and Greek Revival, with all their classical elements. Later, the Gothic Revival style appeared on campuses, first at colleges of religious

³⁰ Ibid, 142.

³¹ Ibid, 145.

³² Ibid, 150.

³³ Thomas A. Gaines, *The Campus as a Work of Art* (New York: Praeger, 1991), 122-126..

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denomination, and eventually at other colleges around the mid-nineteenth century. By the 1880s, the Richardsonian Romanesque, Italianate, French Second Empire, and Queen Anne styles were in vogue. The 1893 exposition in Chicago, with its Beaux Arts formality, launched the "City Beautiful" movement, a trend that was not lost on college campuses.³⁴

Numerous articles appeared in American journals on the subject of college and university planning around the turn of the twentieth century. These articles were the first substantial literature on the subject and the basis for college planning theory. The authors generally took a Beaux Arts approach to campus design, calling for architectural unity and monumentality. In addition to architectural unity, two premises were consistent in the literature: first, buildings should be arranged in a coherent layout, preferably along an elongated plan with a dominant axis; and second, that a large open space was an essential part of the American campus tradition. Colleges and universities were becoming more complex and the main task facing planners was to create visual harmony and order from the various disparate components.³⁵

This approach, of course, was more suitable to designing new campuses rather than addressing development on existing campuses. Nonetheless, the ideal would be to transform an existing campus so that it would conform as closely as possible to the Beaux Arts principles of symmetry, axiality, focal points, and geometric clarity. The Olmsted firm was among the first professionals specializing in this procedure at the beginning of the twentieth century.

CAMPUS PLANNING AND DEVELOPMENT OF THE OSU CAMPUS

The Olmsted Brothers' Campus Plan

After the retirement of Frederick Law Olmsted in the late 1890s, the Olmsted firm, led by brothers John and Frederick, Jr., began producing campus plans that embraced the ordered formalism of Stanford University and were well-suited to the emerging new type of American campus.

John Charles Olmsted, born September 14, 1852, was the son of Dr. John Hull Olmsted and Mary Cleveland Perkins Olmsted. John Hull Olmsted, who was Frederick Law Olmsted's younger brother, died when John Charles was only five years old. Two years later, his mother married his uncle and he became the stepson of Frederick Law Olmsted. After graduating from Sheffield Scientific School at Yale in 1875, he chose to enter the field of landscape architecture with his stepfather/uncle. After John joined the firm it operated under various names. It was the F.L. & J.C. Olmsted Firm until 1889 when Henry Codman joined and the name was changed to F.L. Olmsted and Co. After Codman's death in 1893, Charles Eliot joined the firm and the name became Olmsted, Olmsted & Eliot. After Eliot's death in 1897, the name changed back to F.L. & J.C. Olmsted.³⁶

Frederick Law Olmsted, Jr. was born in New York in 1870, the son of Frederick Law Olmsted and Mary Cleveland Perkins Olmsted. He was educated at Harvard and while a student, spent a summer working for

³⁴ *Ibid.*, 6-10.

³⁵ Turner, 186-188.

³⁶ Charles A. Birnbaum and Robin Karson, eds., *Pioneers of American Landscape Design* (New York: McGraw-Hill, 2000), 282-285.

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Daniel Burnham's office as the 1893 Columbian Exposition in Chicago was being built. After graduating in 1894, he spent a year assisting his father in the development of Biltmore, the Vanderbilt estate in North Carolina. In 1895, Frederick joined the Olmsted firm after his father's retirement, and became full partner with his half-brother, John.³⁷ Although John died in 1920 and Frederick (junior) retired in 1949, the firm operated under the name of the Olmsted Brothers until 1961, after which it was known as Olmsted Associates.³⁸

The Olmsted Brothers continued the legacy of their father and stepfather/uncle. In 1899, they became founding members of the American Society of Landscape Architects. John served as the association's first president and helped to establish the standards of membership; Frederic, Jr. served two terms as president (1908-1909, 1919-1923). In 1900, Frederick established the country's first formal training program in landscape architecture at Harvard, where he was appointed instructor.³⁹ The Olmsted Brothers firm, a highly respected leader in the landscape and planning professions, worked extensively throughout the U.S. and was involved in the design and planning of numerous projects, several of which were very well-known.

Shortly after the turn of the century, the Olmsted Brothers firm became associated with several projects in the Pacific Northwest. In 1902, the Olmsted firm began a long association with and developed a plan for the University of Washington in which the school's existing buildings were incorporated into a new plan for campus development, organized along an axis aligned with the vista across Lake Washington to Mount Rainier. In 1903, the Olmsted Brothers began working on park planning projects for the city of Portland, Oregon. This began a long association between the city and the firm and resulted in the firm's involvement in the development of a number of subdivisions in Portland and several private commissions to design landscapes for homes. In 1905, the firm developed the plan for the Lewis and Clark Exposition in Portland.

John Charles Olmsted was invited by three Oregon college presidents to visit their campuses. The invitations came from Leonard W. Riley, of McMinnville College (now Linfield College), William Jasper Kerr of Oregon Agricultural College (OSU) and William N. Ferrin at Pacific University in Forest Grove. Olmsted's advice came at an early point in the development of each of the three campuses, which was timely and had a lasting impact. McMinnville College was the first to contract with Olmsted in 1907, who recommended the addition of twenty-three buildings, arranged around three quadrangles. Olmsted recommended uniformity of materials and trim color, which included common red brick. This uniformity can be seen today even in newly constructed buildings on Linfield's campus. Olmsted also advised maintaining the oak grove at the entrance to the college. The College took his advice, and the oak grove still exists, where graduation services are traditionally held.⁴⁰

In 1908 Olmsted consulted with Pacific University which at that time only had two brick buildings and three small wooden ones. Olmsted provided Ferrin with several suggestions, which included purchasing the southeast corner of the block, maintaining the center space for important working buildings and locating the

³⁷ Ibid, 273-275.

³⁸ Kenneth J. Guzowski, "Portland's Olmsted Vision (1897-1915): A Study of the Public Landscapes Designed by Emanuel T. Mische in Portland, Oregon" (University of Oregon thesis, 1990), 8.

³⁹ Birnbaum, 272.

⁴⁰ Joan Hockaday, "Oregon Places: John Charles Olmsted and Campus Design in Oregon," *Oregon Historical Quarterly* 108.2 (2007):

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dormitories farther away. Olmsted also suggested that the library be placed near the corner of campus and that wooden boardwalks be replaced.⁴¹

When the University of Washington hosted the Alaska-Yukon-Pacific Exposition in 1909, the Olmsted plan exemplified campus planning concepts, as well as the City Beautiful Movement inspired by the Beaux-Arts architecture of the Columbian Exposition in 1893. These planning efforts set the stage for their firm's involvement in college campus planning throughout the country.⁴²

In 1909, two years after Kerr assumed the presidency of the Oregon Agricultural College (OAC), the Olmsted firm was invited to prepare a plan for the future development of the campus in Corvallis. After visiting the campus in early 1909, John Olmsted submitted a 60-page report to President Kerr on behalf of the firm, on October 1, 1909. John Olmsted was not known for visiting campus' more than once; however, he twice visited the Oregon Agricultural College.

The Olmsted report included substantial comment about the college's campus development in general, as well as comments specifically about state-supported colleges (including land-grant institutions). For example, the firm recommended certain nomenclature for campuses and suggested that colleges "distinguish the dormitories from the working buildings by calling each a 'house' instead of a 'hall,' reserving the latter appellation for working buildings;" and where appropriate, a shorter name omitting the word "hall" be used, such as "the auditorium" rather than the "auditorium hall." The firm also recommended that colleges keep in mind that continued expansion into the technical fields would require additional land to accommodate not only additional buildings, but associated needs such as agricultural land. The firm stated their belief that state universities should be in or close to the largest city of the state and should be expected to be the only real university. State colleges, of which there could be two or more, should be located "with due regard to geographical distribution and accessibility." The firm also stated that state colleges should be limited to no more than 2,000 students and "there seem to be good reasons for limiting the relative number of women students to say half that of the men students" (although they did not say why).⁴³

It appears that the remainder of the report, while specific to OAC, followed a format that the firm must have developed for evaluating and planning college campuses in general. Several categories were presented, with a general comment followed by specific recommendations for OAC. These included, "Grouping of Buildings," "Approaches," "Orientation of Buildings," "Architectural Harmony," and "Design of Grounds and Plantings."

Grouping of Buildings

Generally speaking, the report recommended that working buildings used by the largest number of students be centrally located for convenience, while those not used by the majority of students, such as buildings used by

⁴¹ Ibid.

⁴² Turner, 212; Birnbaum, 284; Charles E. Beveridge and Carolyn F. Hoffman, *The Master List of Design Projects of the Olmsted Firm, 1857-1950* (Boston: Massachusetts Association for Olmsted Parks, 1987).

⁴³ Olmsted Brothers report to President Kerr, Oregon Agricultural College (October 1, 1909), 3-11.

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specific departments, be located in groups surrounding the central nucleus. Dormitories, the president's house, and farm buildings were recommended to be located in the outer zone. The Military Hall should be near the centrally located buildings and also have an adjoining field for outdoor drill, and the Power Plant should be connected with a railroad spur for economic delivery of fuel. With regard to OSU specifically, the report recommended implementing these general guidelines and stated:

. . . questions arise . . . in the case of Oregon Agricultural College where several masonry buildings already exist. In giving advice it should be understood therefore that the locations recommended for particular buildings are not in all cases as convenient or as logically related as might have been the case if existing buildings did not limit and control the placing of additional buildings. It is obvious also that boundaries and topography very materially limit the possibilities in this respect.⁴⁴

Approaches

Generally, the firm recommended that as many principle buildings as possible show from the main approach to campus and that there be direct and secondary approaches, including an appropriate approach from the railroad station. The firm felt that the approaches to OSU by existing streets were "in general excellent." Monroe, Madison, and Jefferson streets formed direct approaches from the center of town and the residential areas to the north, east, and south, and other streets on the north and south sides of the campus provided good secondary approaches. The approach from the railroad, however, was described as lacking "directness and dignity." The open field east of campus, which was used as military drill and parade grounds, was identified by the Olmsted Brothers as an opportunity for creating a "broad, imposing park meadow between the principal entrances and the buildings." Although they felt that the area was an appropriate area for military drill, they cautioned about overuse and wearing of the turf, going on to state that "a mistake has been made in design by planting shade trees along the central walk and these trees also greatly interfere with the use of the meadow as a military parade ground." They strongly recommended that the trees be removed and that the area be more appropriately landscaped.⁴⁵

Orientation of Buildings

The report generally recommended that buildings be grouped and oriented in an orderly fashion and symmetrically placed when possible in quadrangles. The Olmsted firm recognized that an issue for OSU was how to re-orient the campus for future development, while incorporating existing buildings into the plan. As mentioned before, original buildings were aligned parallel to original city plats, which were skewed to align with the river channel rather than set on a direct north-south grid. The City of Corvallis altered its grid system around the turn of the century to correspond with the U.S. Public Land Survey grid system (a directional north-south system) and some building that had occurred (or was underway) prior to the arrival of the Olmsted firm had been reoriented to the new grid. The firm's recommendation, however, was simply to align future development on the campus to a north-south grid, although this created an awkward collision between the older and newer portions of campus, by using a dominant quadrangle campus form.

⁴⁴ Ibid, 18-21.

⁴⁵ Ibid, 21-26.

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The firm also recommended the creation of a main quadrangle, around which primary buildings would be grouped, and a west quadrangle around which various classroom buildings would be built. The site of the new Military Hall (McAlexander Fieldhouse) had already been determined and the Olmsted Brothers felt that the site was suitable. They recommended that new athletic fields be developed near Military Hall so fields could also serve as grounds for military drills. With the recommendation for athletic fields be adjacent to Military Hall on the south side of the campus, however, the firm felt that it was inappropriate for Waldo Hall to continue in use as a women's dormitory. As an alternative, they recommended that future women's dormitories be located on the north side of campus.⁴⁶

Architectural Harmony

In keeping with their endorsement of the formality and unity of the Beaux Arts movement, the Olmsted Brothers recommended that college and university campuses strive to have architectural harmony. It was their belief that this harmony could be attained only through the employment of a professional architect and that "any good architect would admit that harmony is one of the essential requirements of good design." Harmony and unity was to be achieved through architectural style, exterior materials, and the massing and orientation of buildings.

The firm noted that there was a distinguishable lack of harmony on the OSU campus, both in choice of architectural style and exterior building materials. In a thinly veiled statement about existing buildings, they suggested that a "good architect" would "try to make the Regents ashamed . . . and anxious to pull them down," and that each building is "so markedly better or so decidedly inferior in appearance that the spectator is driven to wish that one or the other could be torn down or moved away or be altered." As an alternative, it was noted that "some other colleges" had painted all their existing buildings a common color in an attempt bring some degree of harmony with newer buildings.⁴⁷

Stylistically, the Olmsted Brothers recommended that the best style for the campus would be "a simple, restrained variety of Classic" and that harmony could be achieved best by limiting bold, large features and opting instead for simple, lighter details. More importantly, the firm strongly urged the use of a consistent material for the exterior of the buildings, suggesting that perhaps for OSU this material should be "a good quality of rough red brick for the main walls permitting some range of choice in stone or terra cotta for trim." They were adamant, however, that "no matter how pressingly urged, the use of concrete or buff and other fancy bricks or a white or very pale stone should be absolutely prohibited for the main wall surfaces."⁴⁸

With regards to the massing and orientation of buildings, the Olmsted Brothers recommended (generally and specifically for future development at OSU) that unless buildings could be located back to back with their fronts facing the public areas, they should be designed with double fronts and that rear wings should be avoided. In addition, they argued that buildings should be designed to accommodate expansion in keeping with the design

⁴⁶ Ibid, 27-36.

⁴⁷ Ibid, 37-41.

⁴⁸ Ibid, 43-45.

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principles for the campus. Also, unless a building is made fireproof, they recommended that buildings be no higher than two stories.⁴⁹

Design of Grounds and Planting

The Olmsted Brothers, also in keeping with the formality of the Beaux Arts design, recommended that college and university campuses have grounds that were formal, but not excessively formal in detail wherever it was “not convenient and appropriate.” As mentioned, general recommendations included the grouping of buildings around open spaces – quadrangles (preferably rectangular in shape) – with symmetry when possible. Buildings were to have their fronts on a straight line (in a uniform setback). A separate system of driveways and walkways was recommended, and walkways were to be designed with lines of shortcutting in mind (so as to avoid the “objectionable wearing of turf” on lawns). One suggestion was to have an object (such as a flagpole or fountain or statue) at the center of the quadrangle with walkways radiating from it to each building, as well as walkways from building to neighboring building. All of these recommendations were applicable to OSU.⁵⁰

With regards to plantings, the Olmsted firm recommended balance. They felt it was necessary to plant with great restraint so that buildings and grounds would not be “smothered by trees and tall shrubbery,” yet ensure that grounds were not too bare. They noted that “parts of Oregon Agricultural College grounds are bare and unfurnished looking, while other parts are a good deal too thickly planted and with the wrong kinds of trees producing too much and too low shade and hiding the buildings too much and darkening their windows.” Recommendations for campus were general, suggesting that open expanses of lawn not be interrupted by flower beds, that large trees not be planted too close to buildings, and that vines be used to furnish the plain and bald walls of buildings. The firm suggested that the campus could benefit from developing an arboretum, separate formal gardens, and horticultural greenhouses where visitors to the campus could enjoy seeing horticultural, botanical, and forestry exhibits.⁵¹

In addition to these recommendations, the Olmsted Brothers provided three lists of buildings they felt should be addressed on the OSU campus.⁵² The first list contained buildings either already existing, being built, or that were needed immediately. These buildings included Administration Hall (enlarge the existing building), Library (build new), Military Hall (being built), Gymnasium (use the present Armory), Chemistry and Physics Hall (use the present Agricultural Hall), Civil, Mechanical and Electrical Engineering and Architecture (enlarge the present Engineering group), Mining Engineering and Metallurgy (build new), Domestic Science Hall (build new), Music Hall (build new), Art Hall (build new), Auditorium (build new), Pharmacy Hall (existing moved), Agriculture Hall (being built), Horticulture Hall (build new), four women’s dormitories for 200 (build new), a Dairy (build new), and Power Plant (being built).

⁴⁹ Ibid, 46-49.

⁵⁰ Ibid, 50-55.

⁵¹ Ibid, 55-60.

⁵² Ibid, 12-16.

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The second list recommended buildings to be built within the next five to ten years. These buildings included Administration Hall (second set of additions), Gymnasium for Men, Chemistry Hall, Physics Hall, Civil Engineering Hall, Mining Engineering Hall (additions), Electrical Engineering Hall, Biology Hall, Forestry Hall, Pharmacy Hall, Veterinary Hall, Agricultural Mechanics Hall, Judging Pavilion, Veterinary Hospital, Athletic Field House, Farm Employees Cottages, Cattle Barn, Horse Barn, Sheep Barn, Poultry Barn, Fruit Barn, Vegetable Barn, Agricultural Tool Barn, Women's Gymnasium, Students' Social Hall, two women's dormitories (for 100), seven men's dormitories (for 350), and a President's House.

The third list recommended other buildings which could be required at a later time. These included a Hydraulic Engineering Hall, Sanitary Engineering Hall, Architecture Hall, Bacteriology Hall, Physiology Hall, Applied Chemistry and Physics Hall (old Agricultural Hall), two women's dormitories (for 100), six men's dormitories (for 300), Applied Art Hall, Ceramics Hall, Stadium, Mechanical Engineering Hall (additions), Mining Engineering Hall (additions), Metallurgy Hall, Electrical Engineering Hall (additions), Domestic Science Hall (additions), Music Hall (additions), Horticultural Greenhouses (additions), Power Plant (addition), Agricultural Barns (additions), Agricultural Experiment Station, Infirmary, College Inn, Dining Hall, and a Printing Hall.

The Olmsted Brothers' 1909 report guided campus planning at Oregon Agricultural College for seventeen years. Several of their recommendations were implemented, although others were not. Still evident today is the realignment of the campus on a north-south grid system, the creation of quadrangles, and the general grouping of primary-use buildings in or near the center of campus, surrounded first by secondary-use buildings, and then by the dormitories and tertiary buildings.

There is also a high degree of architectural harmony evident, primarily in those buildings constructed between 1909 and the mid-1940s, perhaps in large part due to the fact almost all of these buildings were designed by the same architect. Buildings were sited along standard setbacks for the most part, and where appropriate, were designed with two fronts. Buildings constructed after World War II begin to show some divergence from the Olmsted plan in style, materials, and orientation to other buildings, but many of these are not located within the grouping of buildings at the center of campus and are not negatively intrusive to the overall character developed by the Olmsted plan. Many of the buildings the Olmsted Brothers predicted would be needed were indeed built, though others not as quickly as recommended in the 1909 plan.

Interestingly, some of the recommendations were not implemented. Notably, the trees along the central walk across the Lower Campus that served as the primary approach from town were not removed, and are still present today. An "appropriate" approach from the railroad depot was not developed, Waldo Hall continued its original use as a women's dorm for a number of years, and the new women's dorms were located on the north side of campus until the late 1940s. The college developed horticultural greenhouses (originally located at the south end of Agricultural Hall), the creation of formal gardens and an arboretum from future campus plans. Much of the campus' current landscaping seems contradictory to the Olmsted's recommendations, but reflects later recommendations in subsequent generations of campus plans.

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A.D. Taylor's Campus Plans

In 1925, President Kerr contacted A. D. Taylor and requested his assistance with updating the campus plan. It is not entirely clear why Kerr chose Taylor, a landscape architect from Cleveland, Ohio, with a national reputation, but it is assumed that Kerr became acquainted with him while Taylor was working with the City of Corvallis on a city planning project earlier that year.

Albert Davis Taylor was born in 1883 in Carlisle, Massachusetts, a twin son of Nathaniel A. and Ellen F. Davis Taylor. He was educated at the Massachusetts State Agricultural College (now the University of Massachusetts, Amherst) and Boston College, where he received a degree in 1905. In 1906, he earned his M.L.A. from the College of Agriculture at Cornell University. He taught at Cornell from 1906 to 1908 before joining the office of Warren Manning, first as a draftsman and four years later as an Associate, where he served as the Superintendent of Construction and the General Manager of Office and Field Work. Manning had trained with Frederick Law Olmsted and Taylor became well-grounded in the Olmsted tradition.⁵³

In 1913, Taylor moved to Cleveland and established a private practice. He was one of the first landscape architects to practice in Ohio and his firm served as a training ground for a generation of landscape architect practitioners. Taylor's work included the design of several private estates, as well as the design of a number of subdivisions. He maintained a second office in Florida, where he was active in waterfront and park development for various cities, as well as resort developments. His firm occasionally was involved in campus planning projects, although it does not appear to have been a substantial portion of the firm's work. During the Great Depression, Taylor's firm worked on a number of Civil Works Administration projects, and in 1936 he served as a consultant to the U.S. Forest Service where he published a report that became a major reference for recreational development in national forests. In 1942, his firm was responsible for the site plan of the Pentagon in Virginia.⁵⁴

Taylor helped to establish a landscape architecture program at Ohio State University where he held a professorship. He also was a lecturer on landscape architecture at the University of Michigan and a trustee for the Cambridge School of Architecture and Landscape Architecture. In 1908 he became a member of the American Society of Landscape Architects, was later elected a Fellow, and served three consecutive terms as president (1935-1940). He wrote extensively, publishing several articles and books, and from 1922 to 1936 was a contributing editor of *Landscape Architecture*. He held memberships in Gamma Alpha and Phi Kappa Phi, as well as the American Institute of Planners, the American Society of Civil Engineers, the American Planning and Civic Association, and the American Society of Planning Officials.⁵⁵

Taylor apparently visited the Oregon Agricultural College (now Oregon State University) campus during one of his trips to Corvallis in 1925. In a letter to Kerr dated January 4, 1926, Taylor indicated that he was enclosing an initial report of his recommendations and that a final report would be forthcoming. A copy of the initial report is in the OSU Archives, but no copies of a final report have been found.

⁵³ Birnbaum, 390.

⁵⁴ Ibid, 390-393.

⁵⁵ Ibid, 392-393.

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In his initial report, Taylor made an evaluation of the then-current campus "conditions." In his analysis, he noted that the original campus buildings are "landmarks" and should be considered permanent features on the campus and preserved (an assessment contrary to the Olmsted firm's suggestions that those buildings were problematic in planning for future development). Taylor also explained that these buildings were constructed at a time when no one could predict the ultimate growth of the college and that although their orientation to the rest of the campus had posed a challenge when the campus was realigned in 1909, their location now posed no problems for future development.⁵⁶

With regards to the architecture of the campus, Taylor wrote:

With the exception of the original college buildings, all of the permanent buildings in the campus development possess a unity of design which is exceptional . . . I have come in contact with no college campus where buildings over a considerable area and during a considerable period of time, have been designed and located with so much uniformity as here, and where no one of these permanent buildings is in any location which creates an obstacle to the ultimate and ideal arrangement of future quadrangles and building masses. The architectural development on this campus is an excellent illustration of the advisability of having some competent professional individual, or group of individuals adopting and, through a period of years, carrying out a definite theme in the general design. This one factor will prove a great asset to this institution in years to come.⁵⁷

Taylor went on to list areas he felt needed attention including, automobile problems, planting development, and farm buildings. The bulk of his report included his recommendations for future development of the campus which included the "Acquisition of Property and Its Uses," "General Grouping of Buildings and Allocation of Campus Activities," and "Building Sites and Uses of Buildings."

Acquisition of Property and Its Uses

Taylor recommended that the college should take immediate steps to acquire several parcels of land adjacent to the campus. Not only would this allow for future expansion, but it would also "clean up" the edges of campus where privately owned parcels extended into areas in which the campus had already or would soon grow. His report included a suggested sequence in which parcels should be purchased, recommending that land at the west end of campus be acquired first, followed by parcels on the north side, then the south and southeast sides.⁵⁸

⁵⁶ Albert D. Taylor, Oregon Agricultural College Report with Reference to Proposed Development of Campus (Cleveland, OH: January 1926), 1-3.

⁵⁷ Ibid, 3.

⁵⁸ Ibid, 7-10.

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General Grouping of Buildings and Allocation of Campus Activities

Taylor recommended that future development continue in accordance with the Olmsted plan for creating a series of quadrangles, each associated with groups of similar buildings or activities. His vision was to develop four distinct quadrangles: the Administration quadrangle, the Academic quadrangle, the Men's quadrangle, and the Women's quadrangle. In addition to these quadrangles, he suggested that a number of other groupings be created. The Engineering grouping in the northeast corner of the campus could be a "concentrated intimate group of buildings . . . with which there would be no attempt to develop any open areas." A conservatory and greenhouse grouping, together with the new Horticultural Products Building, was recommended to be sited near the northwest corner of campus. Farm buildings and fields were suggested to be grouped west of 30th Street away from academic buildings and dormitories. The plan recommended that service and storage areas be appropriately located on the periphery of campus.⁵⁹

Building Sites and Uses of Buildings

Taylor's report included a list of buildings planned for the campus and his suggestion for their proposed sites.⁶⁰ Some of these included an Auditorium (to be located on the south side of the Administration quadrangle), Memorial Union Building (to be located on the south side of the Academic quadrangle), Recitation Building (to be located northwest of the library as an alternative to a new building, the Dairy Building could be remodeled after the Dairy's relocation to a new site west of 30th Street), and a Hospital and Dispensary directly north of the proposed Women's quadrangle.

In addressing concerns he raised regarding automobile problems, planting development, and farm buildings, Taylor recommended that the then-current location of farm buildings (between 25th and 30th Streets) was undesirable and created an objectionable condition due to prevailing winds. To remedy the problem, campus officials had decided to move the farm buildings to land west of 30th Street, a solution endorsed by Taylor.

Taylor felt strongly that road development and parking on campus should be limited and the use of automobiles kept to a minimum. The North and South College Roads (9th and 26th Streets) provided access through campus on an east-west axis. He recommended that the road at the west end of the Commerce Building be eliminated, that the north-south road on the east side of the Agricultural Hall be extended from North College Road (26th Street) to Monroe Street, and that no new roads through campus be created. He also recommended that parking be defined better, with assigned locations for faculty and students, and that current student parking on the west side of Agricultural Hall be paved at a minimum, but preferably moved.⁶¹

With regards to planting development, Taylor noted there was no evidence that a comprehensive study had been undertaken and that then-current practices of planting continued to result in the same issues identified by the Olmsted Brothers. As a landscape architect, Taylor had definite ideas and recommendations for the campus. First, he identified 30th Street as the "westerly boundary of the campus proper" and recommended

⁵⁹ Ibid, 10-13.

⁶⁰ Ibid, 13-18.

⁶¹ Ibid, 18-19.

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that a portion of the street be developed as a tree-lined boulevard.⁶² Second, he recommended that some portions of buildings be screened by plantings to create and enhance suitable vistas. Third, he recommended that trees be planted in rows parallel to walks and roads, with an occasional specimen tree or group of trees in the middle portions of the quadrangles or adjacent to some buildings. In general, he recommended that one tree (such as the American elm) be adopted for the entire campus. Fourth, he recommended that a variety of plantings surrounding the buildings would be extremely desirable, especially in a part of the country with a wealth of plant materials and excellent growing conditions. He point out that care should be taken in introducing a variety, however, that worked to soften hard lines of buildings, provided vertical elements where buildings were largely horizontal, and interesting textures to "blank" walls of buildings. Finally, Taylor suggested a botanical and rose garden be established on campus.⁶³

In ending his report, Taylor indicated an interest in further opportunity to work with the college in addressing continuing development needs. His recommendations were highly regarded and the college established a longstanding relationship with Taylor, who apparently visited the campus on a regular basis. In 1940, the college (by then known as Oregon State College) bestowed upon him an honorary degree of Doctor of Science and Taylor made a gift of his scrapbooks and photos of his European trips to the college's archives.

The implementation of Taylor's initial plan began immediately after its adoption, and is still evident today. The farm buildings were relocated west of 30th Street and portions of that street were developed into a tree-lined boulevard. The new Physics Building was located in the engineering group (known as the Engineering Triangle, a term coined by Taylor in his 1944 plan) at the northeast corner of campus. The Memorial Union Building was built as planned on the south side of the Memorial Union quadrangle. The building was the first student union in the state and was built through contributions made by students and alumni. Weatherford Hall (a complex of five small dormitories for men) was built at the corner of what was to become the Men's quadrangle.

The Great Depression and World War II, however, considerably slowed campus development. During the 1930s, only a few projects were undertaken: a Sheep Barn (demolished) and Veterinary Medicine Dairy Barn (extant) in 1930, and the Infirmary (extant, now called Plageman Student Health Center). There were several buildings constructed through the Work Progress Administration (WPA), a program developed to help skilled workers after the impact from the Great Depression on employment. In 1937, new tennis courts were constructed, and the Chemistry Building (extant, now called Gilbert Hall) was constructed in 1939 both as WPA-funded projects. With the move of the Chemistry Department to a new Chemistry building, the old Agricultural Hall building was remodeled for use for education programs, and renamed the Education Building.

During the war years, development essential came to a halt, with only three minor projects completed on campus: alterations to the Memorial Union Building (1940), the installation of the W. A. Jensen Memorial Gates (designed and fabricated in 1938, but not installed until 1941; relocated and altered), and the development of formal gardens by the National Youth Corps program in 1940-1941 (now removed).

⁶² Ibid, 12.

⁶³ Ibid, 20-21.

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Anticipating a renewed pace of development following the war, Oregon State College asked Taylor to prepare a new campus plan in 1944. Generally speaking, the plan was an update of his earlier plan and there were few departures from his initial recommendations. The 1944 report continued to emphasize the groupings of buildings and allocation of campus activities and called for four categories of groupings rather than specific quadrangles. These areas were the academic area, a residential area, an experimental/industrial/laboratory area, and a campus maintenance area. He recommended continued acquisition of land as needed for continued growth and building, and a continuation of architectural unity.⁶⁴

Taylor's analysis of the condition of campus revealed that development had progressed mostly as planned, although there was still no new Administration Building or Auditorium. The report also identified developments which had occurred as departures from his earlier plan, including the retention of a street through the center of campus, which he had recommended removing. The new tennis courts were constructed in an area that he had designated for development of men's dormitories, and he felt that construction of the W. A. Jensen Memorial Gates as the main campus entrance from Madison Street (heading west from downtown Corvallis) created confusion about how best to access campus.⁶⁵

In his 1944 report, Taylor called out what he felt were the three most pressing problems requiring immediate solution: 1) selection of a site for proposed academic work in agricultural departments (including Agricultural Economics, Soils, Horticulture, Farm Crops, Food Industries, Agricultural Engineering, Animal Husbandry, and the Dairy Industry); 2) selection of a permanent site to develop women's dormitories; and 3) the provision of areas adequate to meet requirements for physical education and intercollegiate athletics.⁶⁶

Taylor recommended agricultural departments develop a site at the northwest corner of campus, near barns and fields west of 30th Street, which would encompass academic buildings for the departments as well as resources for experiment station work and agricultural warehouses. All departments formally located within Education Hall would also move to the new site, and the building would be rehabilitated as academic space for other departments. In addition, because the Dairy Industry and Food Industries buildings were becoming obsolete, they would also move to the new location.⁶⁷

Regarding the selection of a permanent site for women's dormitories, Taylor only reiterated the need to do so, but did not make specific recommendations. He did, however, recommend that once new dormitories were made available for women, Waldo and Snell Halls (the current Ballard Extension Hall) should be remodeled for use as academic classroom buildings.⁶⁸

Taylor noted that the existing athletic facilities and fields were inadequate for space requirements, did not accommodate sufficient spectators from whom revenue was derived, and were becoming liabilities due to increasing age. Campus officials felt strongly that new facilities should be built and new fields should be created. Taylor supported campus officials' desire to build a separate structure for basketball, concerts,

⁶⁴ Albert D. Taylor, Report to Oregon State College (September 1944), 3-4.

⁶⁵ Ibid, 3-4.

⁶⁶ Ibid, 12-13.

⁶⁷ Ibid, 11.

⁶⁸ Ibid, 12.

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convocations, and other major functions, although such a building would be in direct competition with the proposed auditorium. Taylor went so far as to suggest that perhaps some of the funding received by the college through the state's postwar appropriations could be used to build such a building, as well as be used to build a new stadium. He recommended that open spaces south of campus and north of the railroad tracks continue to be used and developed as athletic fields until the fields would be needed for new building development and at which time the fields could then be moved to areas south of the tracks.⁶⁹

As implementation of Taylor's revised recommendations got underway, postwar development on campus occurred at a rate unforeseen by anyone as a new building boom began. With it came some departure from Taylor's (and the Olmsted Brothers) vision, most evidenced in a movement away from the architectural unity which he praised and encouraged (in part due to the loss of Bennes and the introduction of designs by multiple architects). Taylor's recommendations, however, along with the patterns established by previous development, continued to serve as a guide to grouping and placement of buildings.

Post-War Campus Development

Development that occurred on campus between about 1945 and 1957 exemplified the growth and development experienced by many colleges and universities during the postwar era. In 1946, several Quonset huts were erected to accommodate pressing needs for space. They were used for administrative offices, laboratories, and classrooms (two of these Quonsets are still extant on campus). In 1947, construction began on Gill Coliseum (extant). New academic buildings were also constructed, including Dearborn in 1949, the Food Technology Building (now called Wiegand) and Withycombe Hall in 1951-1952, the Chemical Engineering Building (now called Gleeson) in 1955, and the first section of Cordley Hall in 1956-1957 (all extant). New laboratories were built including the new Veterinary Research Lab in 1951 and a series of greenhouses at the west end of campus in 1949, 1954, 1956, and 1957 (all extant). Several agricultural-related buildings and structures were erected, including a Beef Barn (1948) and a Stock Judging Pavilion (1952), as were numerous shops and storage sheds.

One of the greatest developments during the postwar period was dormitories. To accommodate the mass of veterans enrolling at the college, wartime housing used for temporary quarters was relocated from Vanport, near Portland. Vanport was hastily constructed to house ship building workers in Portland and Vancouver, Washington. After the war, some buildings were moved to the southwest corner of OSU's campus. Both Hudson Hall (used from 1946 to 1953) and Central Hall (used from 1947 to 1960) provided housing for men (both demolished).

During the 1947-1948 academic year, overflow housing for women was located in the Memorial Union Building and at Madison Hall (now Corvallis City Hall) in downtown Corvallis. A new women's dormitory, Sackett Hall (extant), opened in 1949. Poling and Cauthorn Halls (dormitories for men; extant) opened in 1957. In addition to these dormitories, three student co-operatives opened on campus to provide additional housing: Azalea House (for women; extant) in 1952, and the Reed and Heckart Lodges (for men; extant) in 1954.

⁶⁹ Ibid, 11-13.

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The 1960s brought a new era of building and a shift in campus planning. The next update of the campus plan occurred in 1964. By that time, the core of the campus had been filled in, mostly in accordance with the plans developed by the Olmsted Brothers and A.D. Taylor. The campus core, which is the historic district being nominated, has retained a high degree of integrity due to its period of development and exemplifies the campus planning efforts and development from the construction of the first building in 1887-1888 through the postwar development in the 1950s. As part of that planning, the architecture of the buildings displays a strong degree of unity, which occurred in part to the design of almost all the buildings by a single architect, John V. Bennes.

John V. Bennes and the Architecture of OSU

John Virginius Bennes was a prominent architect in Oregon for more than 40 years. Accounts vary as to where he was born and educated. Some claim he was born in Bohemia, others claim he was born in Peru, Illinois, although historians generally agree that he was born in 1867 and raised in Peru, Illinois.⁷⁰ The same confusion surrounds his architectural education – again, at least one source claims he went to Bohemia for his education, while others claim he received his architectural training in Chicago.

In 1899, Bennes married Annice Smalley of Hoopeston, Illinois, and shortly after they relocated to Baker, Oregon where he invested in an eastern Oregon gold mine, and opened an architectural practice. He prospered in his practice, receiving several commissions, including those for the Elks Building, the Geysers Grand Hotel, and a number of private residences.

In 1906, the Bennes family moved to Portland where he formed the partnership of Bennes, Hendricks, and Tobey, partnering with Eric W. Hendricks and Willard E. Tobey. In 1910, Tobey left the firm and for a brief period the firm became Bennes, Hendricks and Thompson when Lewis Irvine Thompson joined the firm. Bennes and Hendricks were the principals of the firm from 1911 to 1914. From 1914 until 1926, Bennes practiced on his own without a partner. In 1926, Bennes began a partnership with Harry A. Herzog, who worked for Bennes as a draftsman in 1912 and in 1922. The firm dissolved during the Great Depression in 1931, and Bennes practiced alone for the remainder of his career. In 1943, he moved to Los Angeles with his wife, due to his poor health and died there November 29, 1943 at the age of 76.⁷¹

Bennes held Oregon Architecture License #0017 issued in 1919. He served as vice president of the Oregon chapter of the American Institute of Architects during 1920-1921 and as president in 1922. He was also a member of the Oregon State Board of Architect Examiners from 1923 to 1937, serving as president from 1924 to 1933. Although perhaps not as well known as some of his contemporaries, Bennes was a fairly prolific designer responsible for several commissions in the Portland area in addition to his work in Corvallis.

⁷⁰ Richard Ellison Ritz, *Architects of Oregon* (Portland, OR: Lair Hill Publishing, 2002), 36.; "John Bennes: An Architectural Legacy" in *Historic Preservation League of Oregon Newsletter* (Spring 1996): 12; Obituary for John V. Bennes in *The Oregonian* (November 30, 1943).

⁷¹ Ritz, 36-37.

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Bennes, alone and with various partners, was responsible for the design of almost all buildings constructed at Oregon State University between 1907 and 1942. In addition, he was responsible for subsequent additions to some buildings, as well as the remodeling of others. The following is a list of buildings on campus designed (or remodeled) by Bennes and the year in which they were designed and/or built:

Industrial Arts (Merryfield Hall), 1909
 Armory/Heating & Power Plant (McAlexander Fieldhouse), 1909-10
 Agronomy/Agriculture/Horticultural Hall (Strand Agricultural Hall), 1909/1911/1913
 Chemical Lab Building/Pistol Range, (Indoor Target Range), 1910
 Farm Mechanics (Gilmore Hall), 1912 (1938 reconstruction followed a fire and included a newly designed annex)
 Dairy Building (Gilkey Hall), 1912-1913 (1951 addition)
 Mines Building (Batcheller Hall), 1913
 Domestic Science (Milam Hall), 1914 (1920 addition by Bennes)
 Men's Gymnasium (Langton Hall), 1915 (1920 pool addition by Bennes)
 Forestry Building (Moreland Hall), 1916-1917
 Library (Kidder Hall), 1917-1918 (1941 addition by Bennes)
 Auto Mechanics, 1918
 Horticultural Products Building (Hovland Hall), 1918-1919 (1924 addition by Bennes)
 Snell Women's Hall (Ballard Extension Hall), 1920-1921
 Engineering Labs (Graf Hall), 1920
 Commerce Building (Bexell Hall), 1921-1922
 Heating Plant, 1923-1924
 Pharmacy Building, 1924 (1966 addition)
 Women's Building, 1926
 Poultry/Veterinary Building (Dryden Hall), 1927
 Physics Building (Covell Hall), 1927-1928
 Weatherford Hall, 1928
 Veterinary Medicine Dairy Barn, 1929-1930
 Infirmary (Plageman Student Health Center), 1935-1936 (1966 addition)
 Chemistry Building (Gilbert Hall), 1939 (1980 addition)
 Agricultural Hall remodel into Education Hall, 1939
 Memorial Union alterations, 1940

A number of projects designed by Bennes for OSU, however, no longer exist or have been removed from campus. These include:

Incubator Building, 1908 (moved off campus)
 Dairy Barn/Agricultural Utilities Building, 1909
 Greenhouses, 1910
 Foundry, 1911
 Stock Judging Pavilion, 1912
 Poultry Building (old Horticulture Building) redesign, 1913 (moved off campus)

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Beef Barn, 1914
Hog Barn and Feeding House, 1916
Veterinary Clinic, 1918
Horse Barn, 1924
Sheep Barn, 1930

The number of projects designed by Bennes for the OSU campus was unprecedented and remains, to this day, the largest concentration of buildings by a single architect on a college campus in Oregon (Ellis F. Lawrence designed less than half as many for the University of Oregon's campus in Eugene). Most of the extant buildings are remarkably intact and serve as a tribute to Bennes' commitment to the college and the quality of his design.

Implementation of the Campus Plans: Professor Arthur L. Peck

A discussion of campus development and the Olmsted and Taylor plans would be incomplete without a brief note about a campus official largely responsible for implementation of the plans. Arthur Lee Peck was a professor of landscape architecture at OSU from 1908 until his retirement in 1948. He also served as the chair of the Fine Arts Department and is credited with introducing formal education in landscape architecture in the western United States. In 1929, he published the book *Landscape Architecture*.

Peck was involved with campus planning and development from the time of his arrival on the campus. He was apparently involved in the initial contacts with the Olmsted Brothers firm in 1909 and was present during the two visits to the campus by John Olmsted. As noted, the Olmsted firm prepared an extensive report for college president William Jasper Kerr, providing an evaluation of the campus and recommendations for future development. After the issuance of the Olmsted report, Kerr and Peck maintained contact with the Olmsted firm in hopes of securing a schematic layout and representation of the report. Unfortunately, there were additional costs (\$1,000.00) involved, and Kerr decided not to pursue the layout, and instead Peck was charged with drawing the final plans.⁷²

John Olmsted visited the campus again in January 1910, at which time he reviewed Peck's plans and made further recommendations. With these final recommendations, Peck drew a comprehensive general plan for the grounds and buildings (dated 1910) from which campus development was guided until the first Taylor plan in 1926.⁷³ Records indicate that Peck's involvement with the implementation of the campus plans continued until his retirement. There are several references in Taylor's reports to Peck and his role in supervising the on-going development on campus and it is clear that, as with the Olmsted plan, Peck was instrumental in implementing the plans accordingly.

⁷² Albert E. Williams, "The Olmsted Influence: A Historical View of Landscape Architecture and Campus Development in Oregon (University of Oregon paper, November 1991), 11-14.

⁷³ Ibid, 14.

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Peck's involvement with campus planning spanned nearly forty years and encompassed the first three plans developed for the campus. Perhaps Peck, more than any other single person, is responsible for the campus having been developed as planned, a legacy that is appreciated today.

CONCLUSION

Nominated to the National Register of Historic Places under Criterion A and C, the Oregon State University Historic District exemplifies the development of public, land-grant institutions between the late nineteenth and the mid-twentieth century. Land-grant institutions were established in order to make education practical and available to all social classes. The goal was to provide training in areas other than classics and professions. When the Land-Grant College Act was established, practical education entailed agriculture, mechanical arts, and military tactics. Oregon State University's development followed this lead and the historic district continues to illustrate the college's adherence to those premises from its earliest days.

The Oregon State University Historic District is an excellent example of campus planning developed first by the Olmsted Brothers firm (1909-1925) and then by A.D. Taylor (1926-1944; 1945-1964). It retains the elements recommended throughout these plans, including the creation of quadrangles, grouping of buildings, architectural harmony and unity, and campus planning. In the area of architecture, the campus includes an amazing collection of buildings designed by John V. Bennes, a noted Portland architect. Over thirty of his projects remain on the campus today, and most of these buildings are located within the historic district. His involvement with the university from 1907 through 1942 is largely the reason that the campus achieved the architectural unity recommended by the Olmsted Brothers and A.D. Taylor.

Oregon State University hopes to secure its place in Oregon's history as the first public or private institution to establish a historic district, and feels fortunate to have had a distinguished and significant history for campus development. In addition, the designation of the Oregon State University Historic District will continue the historic planning efforts for which listing is being sought and will strengthen Oregon State University's prominence in Oregon's history.

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VERBAL BOUNDARY DESCRIPTION

Beginning at a point at the southeast intersection of NW 26th Street and SW Monroe Avenue in the city of Corvallis, Benton County, Oregon, the boundary line runs southeasterly along the south side of SW Monroe Avenue to the southwest corner of the intersection with NW 11th Street. Turning south, the boundary line proceeds along the west side of NW 11th Street to the northwest corner of the intersection with SW Jefferson Way. From this intersection, the boundary runs 165 feet along the north side of SW Jefferson Way, then turns south and runs 300 feet to a point. From this point, the boundary proceeds east 50 feet, then south 600 feet, and then in an easterly direction to the west side of SW 26th Street (the boundary runs between outfield fence of Goss Stadium and the Navy ROTC Armory). The boundary line then turns south and runs along the west side of SW 26th to the northwest corner of the intersection with Ralph Miller Lane. Turning west, the boundary proceeds west 415 feet along the north side of Ralph Miller Lane before turning north to the north side of SW Washington Way. From this point, the boundary runs west approximately 1,440 feet along the north side of SW Washington Way and then turns north 235 feet to a point. The boundary then proceeds 405 feet to the east, then turns north 170 feet, and then turns east again to the west side of SW 30th Street. From this point, the boundary proceeds north along the west side of SW 30th Street to the northwest corner of the intersection with SW Campus Way. From here, the boundary runs 510 feet along the north side of SW Campus Way before turning north for 140 feet, then 50 feet west, then 60 feet north, then 55 feet east, and then north to the south side of NW Orchard Avenue. From this point, the boundary proceeds east along the south side of NW Orchard Avenue to the southeast corner of the intersection with SW 26th Street, and then north along the east side of SW 26th Street back to the point of origin.

BOUNDARY JUSTIFICATION

The district boundary includes the highest concentration of buildings from the identified period of significance and that are historically associated with Oregon State University, as well as significant open spaces near the west and eastern boundaries of the district that maintain historic integrity. The northern and eastern boundaries abut SW Monroe Avenue, NW Orchard Avenue and NW 11th Street, which are the edge of residential and commercial neighborhoods, distinct from the university. In general, the southern and western boundaries abut newer construction, except where included within the boundaries.

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PHOTOGRAPHS

Address: Oregon State University Historic District
Corvallis, Benton County, OR

Photographer: Margaret Marcusen, Portland, OR
Date: October 2007
Ink and Paper: Epson Ultrachrome pigmented inks and Epson Premium Glossy Paper
Location of Negatives: Digital, images held by photographer

- 1 of 36: Exterior View: Facing northwest, Benton Hall east facade
- 2 of 36: Exterior View: Facing northwest, Apperson Hall (aka Kearney Hall), southeast facade
- 3 of 36: Exterior View: Facing north over water garden, Valley Library and Gladys Valley Gymnastics Center, south and east facades
- 4 of 36: Facing southeast, Gladys Valley Gymnastics Center, northeast facade
- 5 of 36: Exterior View: Facing southwest, Valley Library, north facade
- 6 of 36: Exterior View: Facing southeast of Library Quadrangle, Valley Library, north facade, Clock Tower, northwest facade, and Pharmacy, west facade
- 7 of 36: Exterior View: Facing southeast, Valley Library, north facade, clock tower and pharmacy
- 8 of 36: Exterior View: Facing southeast, Valley Library, north facade detail
- 9 of 36: Exterior View: Facing east, Strand Agriculture Hall, south facade, and Valley Library, west facade
- 10 of 36: Exterior View: Facing west, Fairbanks Hall, east facade
- 11 of 36: Exterior View: Facing west, Women's Building, east facade
- 12 of 36: Exterior View: Facing southwest, Memorial Union Building, north facade, and Fairbanks Hall, east facade
- 13 of 36: Exterior View: Facing west, down Campus Way, Kelley Engineering Center and Ballard Extension Hall, south facades

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- 14 of 36: Exterior View: Facing southwest, Gilkey Hall, east facade, and Strand Agriculture Hall, north facade
- 15 of 36: Exterior View: Facing north, Owen Hall, southwest facade
- 16 of 36: Exterior View: Facing southeast, Gilbert Hall, Gleeson Hall, Gilbert Hall Addition, west facades and corner of Bexell Hall
- 17 of 36: Exterior View: Facing northwest, Ocean Administration Building, east facade
- 18 of 36: Facing northwest, Ag-Life Science sky bridge, east facade
- 19 of 36: Exterior View: Facing northwest, East Greenhouses
- 20 of 36: Exterior View: Facing northeast down Campus Way, Withycombe Hall, south facade, East Greenhouses and Ag-Life Sciences, west facade
- 21 of 36: Exterior View: Facing northwest, Weatherford Hall, south facade, Poling Hall and Buxton Hall, east facades
- 22 of 36: Exterior View: Facing west, Weatherford Hall, east facade
- 23 of 36: Exterior View: Facing southeast, Hawley Hall and Cauthorn Hall, west facades
- 24 of 36: Exterior View: Facing north, across soccer field, Nash Hall and Ag-Life Science, south facades
- 25 of 36: Exterior View: Facing northeast, Memorial Union Building, southwest facade
- 26 of 36: Exterior View: Facing southwest, Weatherford Hall, northeast facade
- 27 of 36: Exterior View: Facing northeast, Memorial Union Building, southwest facade, Moreland Hall, west facade, and Native American Longhouse, west facade
- 28 of 36: Exterior View: Facing southwest, Waldo Hall, east facade
- 29 of 36: Exterior View: Gill Coliseum, east facade
- 30 of 36: Exterior View: Facing northeast, Dixon Recreation Center, south facade, McAlexander Field House, Snell Hall, and Waldo Hall
- 31 of 36: Exterior View: Facing northeast, Goss Stadium, Waldo Hall, Snell Hall, and Valley Library, south facades

Oregon State University Historic District
Name of Property

Benton Co., OR
County and State

NPS Form 10-900-a

OMB Approval No. 1024-0018

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- 32 of 36: Exterior View: Facing east, Langton Hall, north facade
- 33 of 36: Exterior View: Facing northeast, Dixon Recreation Center, west facade
- 34 of 36: Exterior View: Facing northwest, Goss Stadium, southeast facade
- 35 of 36: Exterior View: Facing northwest, down Campus Way of Ballard Extension Hall, southeast facade
- 36 of 36: Exterior View: Facing northwest, Kelley Engineering Center, southeast facade

Architectural Survey Data for OSU Historic District
Oregon State Historic Preservation Office

Address/ Historic Name	Current-Other Names	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date
SW 15th St Indoor Target Range		1	EC	c.1910	Poured Concrete	Other / Undefined	Arms Storage Other/Undefined	7/17/2007	Site #: 54
200 SW 15th St Education Hall	<i>Agricultural Hall; Science Hall</i>	3	EC	1902	Granite Sandstone	Romanesque	College School (General)	5/16/2007	Site #: 28
124 SW 24th St Gilmore Hall	<i>1930-1949 - Farm Mechanics Building</i>	2	EC	1914	Structural Brick	Second Empire	College School (General)	5/16/2007	Site #: 84
SW 26th St Memorial Union Quad			EC	c.1910	Not Applicable	Not Applicable	Park/Plaza	11/1/2007	Site #: OS-003
101 SW 26th St Ocean Administration Bldg	<i>1926-1956 - Alpha Chi Omega sorority;</i>	2	EC	1926	Poured Concrete	Spanish Colonial Revival	Education-Related Other Residential Type	5/16/2007	Site #: 807
110 SW 26th St Bates Hall (Family Study Center)		2	NP	c.1992	BRICK:Other/Undefined STONE:Other/Undefined	Moderne	College	5/16/2007	Site #: 69
160 SW 26th St Womens Building			ES	1926	Structural Brick STONE:Other/Undefined	Neo-Classical	College School (General)	5/16/2007	Site #: 86
220 SW 26th St Fairbanks Hall	<i>1892 - Cauthorn Hall</i>	4	EC	1892	Horizontal Board	Queen Anne	College School (General)	5/16/2007	Site #: 87
300 SW 26th St Weatherford Hall		5	ES	1928	Structural Brick STONE:Other/Undefined	Mediterranean Revival	College School (General)	5/16/2007	Site #: 109
311 SW 26th St Native American Longhouse		1	NP	c.1946	Horizontal Board METAL: Other/Undefined	Contemporary	Meeting Hall Quonset Hut	5/16/2007	Site #: 107
425 SW 26th St Dixon Recreation Center			NP	c.1976	Brick Veneer	MODERN PERIOD: Other	Education-Related	5/16/2007	Site #: 145

Evaluation Codes: ES=eligible/significant EC=eligible/contributing NC=not eligible/non-contributing NP=not eligible/out of period UN=undetermined/lack of info XD=demolished
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Architectural Survey Data for OSU Historic District
Oregon State Historic Preservation Office

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660 SW 26th St Gill Coliseum		3	EC	1947	Poured Concrete	Moderne	RECR/CULTURE: General School (General)	5/16/2007	Site #: 0121
SW 30th St 30th Street Mall	<i>Agricultural Mall</i>		EC	c.1930	Not Applicable	Not Applicable	LANDSCAPE: General	11/1/2007	Site #: OS-004
351 SW 30th St West Dining Hall		1	NP	c.1961	Brick Veneer CONCRETE: Other/Undefined	Modern Commercial	Restaurant	5/16/2007	Site #: 113
391 SW 30th St West Hall		5	NP	c.1960	Brick Veneer	Moderne	Education-Related	5/16/2007	Site #: 115
450 SW 30th St Dryden Hall	<i>1928-? - Poultry Building</i>	3	EC	1928	Structural Brick Limestone	Italian Renaissance	College School (General)	5/16/2007	Site #: 151
SW Benton Pl Goss Stadium Maintenance Building		1	NP	c.1980	Brick Veneer	Utilitarian	Other Other/Undefined	7/17/2007	Site #: 147
501 SW Benton Pl Physical Plant Heating Plant		2	EC	1923	Structural Brick Poured Concrete	Neo-Classical	INDUSTRIAL: General School (General)	5/16/2007	Site #: 56
SW Campus Way Jensen Memorial Gate		1	EC	c.1941	Brick Veneer Iron	Not Applicable	Other Fence	7/17/2007	Site #: IOTB-34
1491 SW Campus Way Apperson Hall	<i>1898 mechanical hall</i>	3	EC	c.1900	STONE:Other/Undefined	Romanesque	INDUSTRIAL: General School (General)	5/16/2007	Site #: 1
1501 SW Campus Way Owen Hall	<i>1985 - Electrical & computer engineering building</i>	4	NP	c.1985	Brick Veneer	Post-Modern	Research Facility	5/16/2007	Site #: 22
1692 SW Campus Way Covell Hall	<i>1927 - Physics Building</i>	3	EC	1927	Structural Brick Cast Stone	Neo-Classical	College School (General)	5/16/2007	Site #: 7

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Oregon State Historic Preservation Office

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1791 SW Campus Way Batcheller Hall	<i>School of Mines - 1913</i>	3	EC	1913	Structural Brick WOOD:Other/Undefined	Colonial Revival	College School (General)	5/16/2007	Site #: 9
1800 SW Campus Way Milne Computer Center			NP	c.1969	Brick Veneer	Contemporary	College School (General)	5/16/2007	Site #: 20
1892 SW Campus Way Dearborn Hall		3	EC	1947	Structural Brick Cast Stone	Neo-Classical	College School (General)	5/16/2007	Site #: 11
2000 SW Campus Way Kidder Hall	<i>1917 - Library; 1954-63 - Kerr Library</i>	3	EC	1917	Structural Brick Cast Stone	Neo-Classical	College School (General)	5/16/2007	Site #: 34
2001 SW Campus Way Shepard Hall		2	EC	1908	Structural Brick Half Timbering	Foursquare (Gen.)	Single Dwelling Bungalow	5/16/2007	Site #: 14
2101 SW Campus Way Gilbert Hall Addition		4	NP	c.1980	Brick Veneer	Art Deco	College	5/16/2007	Site #: 12
2115 SW Campus Way Gleeson Hall (Chem Engr)		3	EC	1955	Structural Brick	International	College School (General)	5/16/2007	Site #: 16
2251 SW Campus Way Bexell Hall	<i>Commerce Building 1922-1966</i>	4	EC	c.1922	Structural Brick Cast Stone	Italian Renaissance Neo-Classical	College School (General)	5/16/2007	Site #: 18
2520 SW Campus Way Milam Hall	<i>1914-1976 - School of Domestic Science/School of</i>	3	EC	1914	Structural Brick Poured Concrete	Colonial Revival	College School (General)	5/16/2007	Site #: 81
2591 SW Campus Way Ballard Extension Hall	<i>1920-1950 - Snell Hall</i>	3	EC	1920	Structural Brick STONE:Other/Undefined	Italian Renaissance	College School (General)	5/16/2007	Site #: 67
2650 SW Campus Way Gilmore Annex		2	NP	c.1947	Aluminum	Contemporary	College School (General)	5/16/2007	Site #: 91
2700 SW Campus Way Hovland Hall	<i>1919-1994 - Horticultural Products Building</i>	2	EC	1919	Structural Brick	Italian Renaissance	College School (General)	5/16/2007	Site #: 92

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Architectural Survey Data for OSU Historic District

Oregon State Historic Preservation Office

Address/ Historic Name	Current-Other Names	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date
2701 SW Campus Way Cordley Hall		6	EC	1956	Structural Brick Poured Concrete	International	Education-Related School (General)	5/16/2007	Site #: 73
2750 SW Campus Way AG Life Sciences		1	NP	c.1992	Structural Brick	Contemporary	College School (General)	5/16/2007	Site #: 79
2801 SW Campus Way East Greenhouse		1	EC	1928	Structural Brick GLASS: Other/Undefined	Octagon	Horticultural Facility School (General)	5/16/2007	Site #: 74
2820 SW Campus Way Nash Hall		5	NP	c.1969	Brick Veneer	Contemporary	Education-Related School (General)	5/16/2007	Site #: 21
2921 SW Campus Way Withycombe Hall		3	EC	1949	Structural Brick Glass Block	Moderne	College School (General)	5/16/2007	Site #: 75
3051 SW Campus Way Wiegand Hall		2	EC	1949	Structural Brick	International	College School (General)	5/16/2007	Site #: 128
3201 SW Campus Way West Grnhse (W13-16) Crop/Gc		1	EC	1954	GLASS: Other/Undefined	Other / Undefined	Horticultural Facility School (General)	5/16/2007	Site #: 130
3201 SW Campus Way West Greenhouse (W17-20)		1	EC	1951	GLASS: Other/Undefined	Other / Undefined	Horticultural Facility School (General)	5/16/2007	Site #: 129
3201 SW Campus Way West Greenhouse (W21)		1	EC	1949	GLASS: Other/Undefined	Other / Undefined	Horticultural Facility School (General)	5/16/2007	Site #: 131
SW Jefferson St Lower Campus			EC	c.1909	Not Applicable	Not Applicable	Park/Plaza	11/1/2007	Site #: OS-001
1221 SW Jefferson Way Campus Entrance Station			NP	c.1989	Wood Sheet	Other / Undefined	Other	5/16/2007	Site #: 32

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Address/ Historic Name	Current-Other Names	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date
1601 SW Jefferson Ave Pharmacy		5	EC	1924	Structural Brick Cast Stone	Colonial Revival	College School (General)	5/16/2007	Site #: 30
1701 SW Jefferson Ave Gladys Valley Gymnastics Center	1898 - Armory and Gymnasium; 1936-50 Horner	2	EC	1898	Horizontal Board STONE:Other/Undefined	Italianate	RECR/CULTURE: General School (General)	5/16/2007	Site #: 33
1800 SW Jefferson Way McAlexander Field House	Originally named after Ulysses Grant McAlexander,	2	EC	1911	Poured Concrete	Exotic Revival	RECR/CULTURE: General School (General)	5/16/2007	Site #: 53
2150 SW Jefferson Way Snell Hall/MU East		5	NP	c.1958	Metal Sheet Brick Veneer	Moderne	Education-Related	5/16/2007	Site #: 100
2250 SW Jefferson Way Waldo Hall	1907 - Clara Humason Hall	4	EC	1907	Structural Brick	Romanesque	College School (General)	5/16/2007	Site #: 102
2450 SW Jefferson Way Langton Hall	1915-early 1970s - Men's Gymnasium	2	EC	1915	Structural Brick	Italian Renaissance	College School (General)	5/16/2007	Site #: 105
2501 SW Jefferson Way Memorial Union Bldg		3	ES	1928	Structural Brick STONE:Other/Undefined	Neo-Classical	College School (General)	5/16/2007	Site #: 83
2550 SW Jefferson Way Moreland Hall	1917-1973 - Forestry Building	3	EC	c.1917	Structural Brick	Italian Renaissance	College School (General)	5/16/2007	Site #: 106
2651 SW Jefferson Way Fairbanks Annex		1	EC	1920	Structural Brick	LATE 19TH/20TH AMER. MV	College School (General)	5/16/2007	Site #: 82
2900 SW Jefferson Way Heckart Lodge		3	EC	1954	Structural Brick WOOD:Other/Undefined	Neo-Classical	SOCIAL: General School (General)	5/16/2007	Site #: 116
2901 SW Jefferson Way Sackett Hall		3	EC	1947	Structural Brick	MODERN PERIOD: Other	Education-Related School (General)	5/16/2007	Site #: 96
2950 SW Jefferson Way Reed Lodge		3	EC	1954	Structural Brick WOOD:Other/Undefined	Neo-Classical	SOCIAL: General School (General)	5/16/2007	Site #: 118

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SW Langton Way Filtering Plant		1	EC	c.1953	Poured Concrete Structural Brick	Utilitarian	TRANSPORTATION: General Commercial/Industrial Block	7/17/2007	Site #: 103
430 SW Langton Pl Goss Stadium			NP	1999	Brick Veneer	Other / Undefined	RECR/CULTURE: General	5/16/2007	Site #: 108
	<i>Armory</i>								
103 SW Memorial Pl Weniger Hall		6	NP	c.1958	Metal Sheet Brick Veneer	Moderne	Education-Related	5/16/2007	Site #: 17
108 SW Memorial Pl Plageman Student Health Cr		3	EC	1936	Structural Brick CONCRETE: Other/Undefined	International	College School (General)	5/16/2007	Site #: 62
1600 SW Monroe St Merryfield Hall		2	EC	1909	Structural Brick	Italianate	College School (General)	5/16/2007	Site #: 2
	<i>Production Technology Building; Mechanical Arts</i>								
1680 SW Monroe Ave Graf Hall		3	EC	1920	Structural Brick	Moderne	College School (General)	5/16/2007	Site #: 6
	<i>Engineering Laboratory</i>								
2000 SW Monroe Ave Rogers Hall		4	NP	c.1967	Brick Veneer	Moderne	Research Facility	5/16/2007	Site #: 19
2100 SW Monroe Way Gilbert Hall		3	EC	1939	Structural Brick Granite	Moderne	College School (General)	5/16/2007	Site #: 15
	<i>Chemistry Building</i>								
2320 SW Monroe Ave Black Cultural Center		2	EC	1920	Horizontal Board	Vernacular	Single Dwelling Other Apt./Hotel Plan	5/16/2007	Site #: 834
2500 SW Monroe Ave Kelley Engineering Center			NP	c.2005	Brick Veneer Aluminum	Post-Modern	College Other/Undefined	5/16/2007	Site #: 3
2550 SW Monroe St Dawes House		2	EC	1931	Horizontal Board	Bungalow (Gen.)	Single Dwelling Bungalow	5/16/2007	Site #: 817
	<i>Dawes Annex, Dept Of Geology</i>								

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SW Pioneer Pl Bell Tower		5	NP	c.2001	Brick Veneer CONCRETE: Other/Undefined	LATE 20TH CENTURY: Other	Other Other/Undefined	7/17/2007	
									Site #: 146
1650 SW Pioneer Pl Benton Hall		3	EC	1889	Structural Brick	Italianate	College School (General)	5/16/2007	
	<i>Agricultural College Farm</i>								Site #: 27
1700 SW Pioneer Pl Benton Annex		1	EC	1892	Horizontal Board STONE:Other/Undefined	Stick	Single Dwelling School (General)	5/16/2007	
	<i>Station House; Women's Center</i>								Site #: 29
311 SW Sackett Pl Hawley Hall		5	NP	c.1959	Structural Brick	International	Education-Related School (General)	5/16/2007	
									Site #: 119
361 SW Sackett Pl Cauthorn Hall		5	EC	1957	Structural Brick	International	Education-Related School (General)	5/16/2007	
									Site #: 114
SW Waldo Pl Library Quad			EC	c.1910	Not Applicable	Not Applicable	Park/Plaza	11/1/2007	
									Site #: OS-002
122 SW Waldo Pl Gilkey Hall		3	EC	1913	Structural Brick STONE:Other/Undefined	Italian Renaissance	College School (General)	5/16/2007	
	<i>1913-1940s - Dairy Science Building; Social Science</i>								Site #: 37
170 SW Waldo Pl Strand Agriculture Hall		5	EC	1913	Structural Brick STONE:Other/Undefined	Italian Renaissance	College School (General)	5/16/2007	
	<i>1909-1984 - Agricultural Hall</i>								Site #: 38
201 SW Waldo Pl. Valley Library, The		6	NP	c.1962	Brick Veneer	Contemporary	Library School (General)	5/16/2007	
	<i>1963- ? Kerr Library</i>								Site #: 36
SW Washington Way Tennis Pavilion		1	NP	c.1982		Utilitarian	RECR/CULTURE: General	5/16/2007	
									Site #: 127
3101 SW Washington Way Vet Med Research Lab		1	EC	1951	Poured Concrete	International	Research Facility School (General)	5/16/2007	
									Site #: 154

Evaluation Codes: ES=eligible/significant EC=eligible/contributing NC=not eligible/non-contributing NP=not eligible/out of period UN=undetermined/lack of info XD=demolished

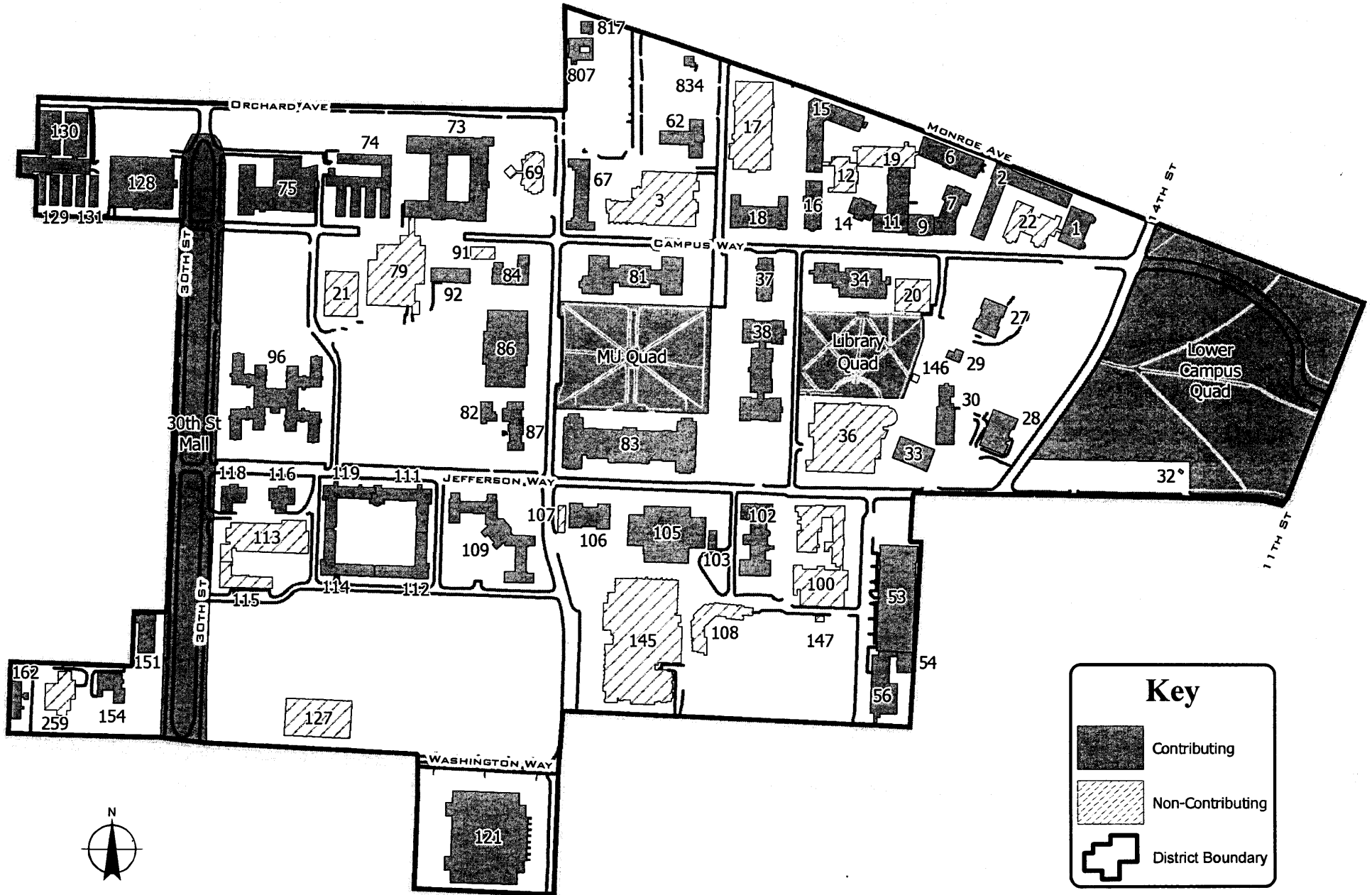
NR Status Codes: NRI=individually listed NHD=listed in Hist Dist NRB=listed individually and w/i Hist Dist NHL=listed as National Hist Landmark

Architectural Survey Data for OSU Historic District
Oregon State Historic Preservation Office

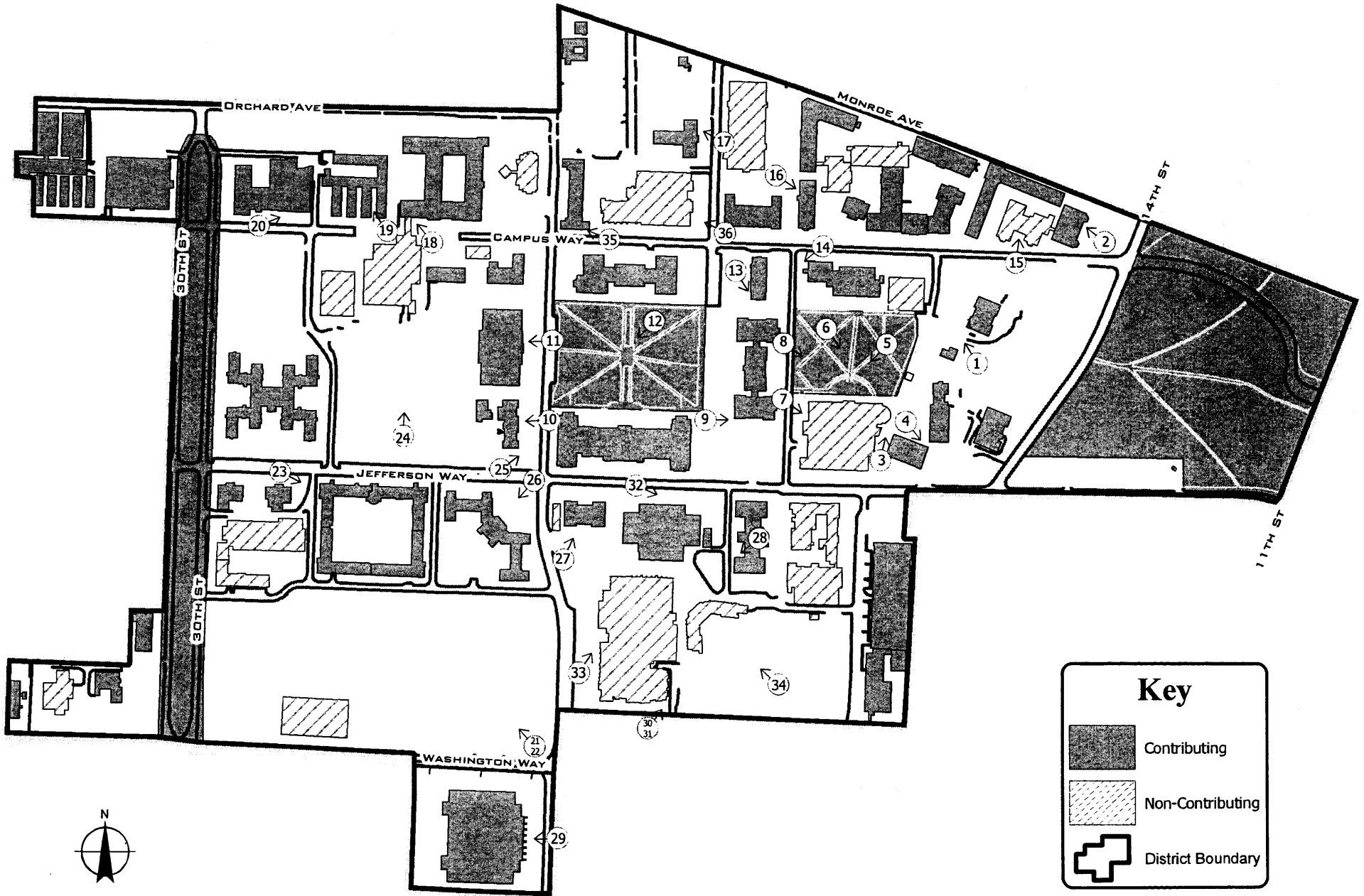
Address/ Historic Name	Current-Other Names	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date
3151 SW Washington Way Lab Animal Resource Center		1	NP	1976		Moderne	Animal Facility	5/16/2007	
									Site #: 259
3201 SW Washington Way Veterinary Dairy Barn		3	ES	c.1930	Horizontal Board	Other / Undefined	Animal Facility Improvement Era/Dairy Barn	5/16/2007 10/24/2007	
									Site #: 162
300 SW Weatherford Pl Buxton Hall		5	NP	c.1961	Structural Brick	International	Education-Related School (General)	5/16/2007	
									Site #: 111
360 SW Weatherford Pl Poling Hall		5	EC	1957	Structural Brick	International	Education-Related School (General)	5/16/2007	
									Site #: 112
Total Resources Identified:		83							

Evaluation Codes: ES=eligible/significant EC=eligible/contributing NC=not eligible/non-contributing NP=not eligible/out of period UN=undetermined/lack of info XD=demolished
 NR Status Codes: NRI=individually listed NHD=listed in Hist Dist NRB=listed individually and w/i Hist Dist NHL=listed as National Hist Landmark

Oregon State University Historic District Site Map

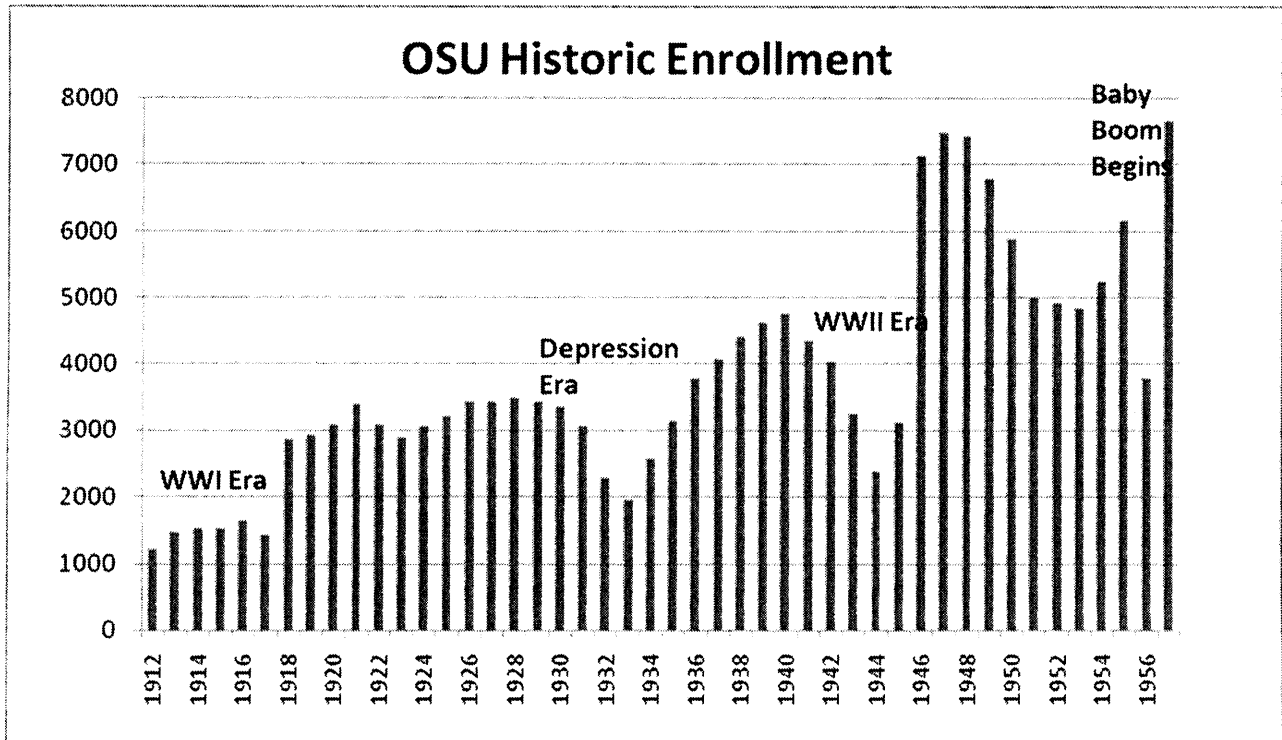


Oregon State University Historic District Keyed Photograph Map



Appendix: OSU Historic Enrollment

The OSU Historic Enrollment chart reflects student enrollment from the time enrollment statistics were collected through 1957. The Period of Significance for the OSU Historic District is from 1888 through 1957.



Source: Office of Planning & Academic Assessment, OSU Factbook, 2002